



**Establishing the behaviour change
evidence base to inform community-
based waste prevention and recycling**

Technical Report

January 2007

CONTENTS

1	INTRODUCTION	1
1.1	Research objectives	1
1.2	Methodology	1
1.3	Interpreting the findings	5
1.4	Report structure	6
1.5	Acknowledgements	6
2	BACKGROUND CONTEXT AND DEFINITIONS	7
2.1	Brief overview of the Community Waste Sector	7
2.2	The behaviour change ideas and policy background	8
2.3	Definition of “community based behaviour change” projects.....	10
3	PROJECT DELIVERY AND ORGANISATIONAL ISSUES	
	14	
3.1	General characteristics of CBBC organisations.....	14
3.2	Waste activities	15
3.3	Project duration.....	16
3.3	Staffing and external resources	17
3.4	Organisational capacity and skills.....	18
3.5	Funding.....	19
3.6	Partnerships.....	22
3.7	Summary – key success factors	24
4	BEHAVIOUR CHANGE	25
4.1	Rationale and motivation for using CBBC approaches	25
4.2	Target audience.....	27
4.3	Behaviour change approaches in practice	30
4.4	Potential for replicability or transferability	41
4.5	Projects’ perceptions of their impacts	43

4.6	Projects' estimates of waste diverted	46
4.7	Summary – key success factors	52
5	EVALUATION AND MONITORING	54
5.1	Best Practice	54
5.2	Evaluation practice and issues	58
5.3	Evaluation approaches and indicators of change	60
5.4	Summary – key success factors	65
6	IMPLICATIONS AND RECOMMENDATIONS	67
6.1	Implications	67
6.2	Recommendations	70

APPENDICES

© Brook Lyndhurst 2007

This report has been produced by Brook Lyndhurst Ltd under/as part of a contract placed by Defra. Any views expressed in it are not necessarily those of the Department.

Brook Lyndhurst warrants that all reasonable skill and care has been used in preparing this report. Notwithstanding this warranty, Brook Lyndhurst shall not be under any liability for loss of profit, business, revenues or any special indirect or consequential damage of any nature whatsoever or loss of anticipated saving or for any increased costs sustained by the client or his or her servants or agents arising in any way whether directly or indirectly as a result of reliance on this report or of any error or defect in this report.

1 Introduction

Brook Lyndhurst and Waste Watch were commissioned by Defra, under its Waste and Resources R&D Programme, to investigate how community based approaches are working to change the public's behaviour on recycling and waste prevention, what outcomes are being achieved and how this is being measured.

1.1 Research objectives

Community waste projects¹ are increasingly recognised for their ability to deliver multiple sustainable development objectives. The context for the research is a growing interest at many levels of government in:

- The role of the community *sector* as a delivery partner;
- Community engagement *approaches* as a means of engaging public interest and action; and
- *Behaviour change* strategies to complement traditional policy tools.

However, questions exist as to the robustness of the evidence base on community based behaviour change (CBBC) approaches; and the extent to which policy in this area is connected to practice on the ground. The overall purpose of the research was therefore two-fold:

- to enhance Defra's understanding of community-based behaviour change to inform the future development of policy in this area;
- to help connect policy with practice on the ground by establishing good practice "how to..." information on project delivery and evaluation, which is needed to support the transfer or replication of effective approaches.

To do this, the research focused on three key aspects of the delivery and evaluation of community based behaviour change activities:

- Project *processes* – what tools are being used to deliver behaviour change, in what settings, and how (if at all) these relate to theories of behaviour change;
- Project *outcomes* – what the existing evidence says about project success factors and pitfalls;
- Project *evaluation* and *measurement* of outcomes – what methods are being used, how robustly, and what lessons can be learned.

1.2 Methodology

The research programme was undertaken between January and October 2006. It was conducted in four phases:

(1) Literature review

The first phase comprised a targeted review of literature on how behaviour change can be delivered through community level projects. As a first step towards identifying good

¹ For the purpose of this project, we take 'community-based' projects as those that are either: (a) instigated and delivered by community organisations and actors; or (b) instigated by non-community sector actors (e.g. local authorities), but delivered involving community actors or community engagement methods – see Section 2 for the definitions used in this report.

practice, the review was concerned with assessing the range and depth of existing evidence on how projects deliver behaviour change, together with evidence of impact.

So as to learn lessons from other policy areas, the net was cast wide. In addition to community waste projects, the review included evidence from other sectors which have a history of behaviour change and/or community development work - such as health, transport, regeneration, and sustainable living.

A variety of sources was used to ensure broad coverage and prevent researcher bias in selection. These included: Defra's initial scoping study on behaviour change evidence², web and library searches, bibliographies, 'snowballing' via electronic networks, and suggestions from stakeholders. Over 80 reports were reviewed, principally project specific evaluations but also multi-project programme reviews, academic papers and best practice guidance.

(2) Scoping the range of community (waste) behaviour change projects and developing a framework for analysis

In this phase, Brook Lyndhurst and Waste Watch developed a 'long list of community waste behaviour change projects' (past and present) which would form the core sample for surveys in later phases of the project.

This list was developed through internal knowledge of the sector, internet crawls, findings from the literature review and requests for help on various networks (RRF, SDRN). Other sources of information included funding programmes such as the Community Recycling and Economic Development (CRED) Programme, Defra's Community Sector Programme and WRAP's Local Authority Communications Fund.

A preliminary assessment framework, to be used in the next stages of primary research with projects, was also developed. This framework was divided into two parts: an assessment framework relating to evaluation and measurement methodologies; and a behavioural drivers framework relating more specifically to project delivery processes and behaviour change tools.

(3) Conducting a stakeholder workshop to consider and refine the approach

A workshop with practitioners involved in the community waste sector was held on the 4th May 2006. Delegates included academics who specialise in the application of behaviour change theory in the waste sector, local authority officers running behaviour change projects in the waste sector and representatives of national organisations and community groups involved in the planning and delivery of behaviour change projects. The objectives of this workshop were threefold:

- to peer review our findings from the literature review;
- to refine the assessment and behavioural drivers frameworks
- to canvass expert and practitioner views on projects to include in the 'long list of projects' so that we could cross-reference their suggestions with our own long list of projects .

(4) Primary research with projects to understand the strengths, weaknesses and potential of community waste behaviour change projects

The objective here was to deploy a range of research techniques to gather information about how the projects work, including:

² "Behaviour Change: Scoping the Way Forward", The Social Marketing Practice, 2005

- *key success factors/barriers* on the ground - in terms of securing behaviour change and;
- *measuring* behaviour change.

Delivery projects were put through a series of “progressive filters” to gather information, with levels of detail increasing at each level of the filtering process. Filtering started with an electronic survey of the initial “long list” and then was progressively narrowed down to end up with a smaller number of in-depth case studies. This process was designed to achieve both *coverage* but also *depth*.

(a) *The electronic survey*

The purpose of the electronic survey was to collect quantitative information on a broad range of community based waste projects. The questionnaire was designed by Brook Lyndhurst in conjunction with Waste Watch. It covered the following areas:

- Organisation background
- Project background
- How the project addressed behaviour change issues
- Target audience
- Impact monitoring and measurement
- Sharing lessons

A copy of the questionnaire, marked up with the ‘topline’ results, is provided in Appendix 2.

The questionnaire was sent to³:

- 228 community projects;
- 489 local authorities.

The message accompanying the request for filling in the questionnaire specified that the objective of the survey was to capture information about individual projects rather than the general activities of the organisation surveyed. Local authority respondents were given further guidance on what kinds of project to include – specifically either/and:

- Projects where the local authority is working with a community sector partner, but only where behaviour change of individuals/households is a key focus;
- Local authority-run projects without a community sector partner, but where community engagement techniques are being used as a behaviour change tool.

Local authorities were asked specifically not to include ‘top down’ behaviour change projects where there was no direct contact with households (e.g. where the main impetus was through infrastructure improvement or media-focused campaigns).

Respondents were given the opportunity to fill in the questionnaire for each relevant project undertaken by their organisation. Organisations were given 10 days in which to complete the survey, and a follow up ‘reminder’ was made in the final week to those organisations who had yet to respond.

³ In addition to the earlier stakeholder workshop, suggestions on organisations to include in the sample were kindly provided by the Community Composting Association, LCRN, Women’s Environmental Network, ERM (who are evaluating the CRED programme), WRAP, and Defra’s Community Sector Support Programme.

105 organisations returned completed questionnaires for 111 projects⁴ (a further 50 partially completed the questionnaire). 69 of these projects had been undertaken by local authorities and another 42 by community groups. It is difficult to gauge the response rate as it is probable that behaviour change projects had not been undertaken by all of the target organisations; some were only involved in selling recycled goods for example. Similarly, it is impossible to obtain a comprehensive list of local authorities that have been involved in behaviour change projects which have a direct engagement component.

Our policy was therefore to send the questionnaire to a wide range of organisations to be as exhaustive as possible. We are therefore content that the number of questionnaires returned gives a valid snapshot of behaviour change projects in the waste sector. Moreover, the results concord with the experiences reported by practitioners and experts in our own and other recent Defra R&D workshops.

(b) The telephone survey

The electronic survey was followed-up by a telephone survey with a selected number of organisations. The purpose of the telephone surveys was three-fold:

- For some projects, we wished to probe further the responses from the electronic survey;
- We also wished to interview some organisations that had not replied to the electronic survey, in particular to boost responses from community organisations;
- Finally, we wanted to carry out a small number of strategic interviews with players that had a good overview of the sector and/or of the issues faced with measuring behaviour change, such as funders, sector networks and evaluators of large waste programmes.

The questionnaire for the telephone survey was based on the electronic survey questionnaire but addressed some issues in more depth. Again, great care was taken to ensure a balance was struck between local-authority-led projects and projects led by community groups. A total of 57 telephone interviews were conducted including 21 with local authorities and 36 with community groups⁵. We further set quotas for different recycling and waste prevention activities to ensure an adequate spread across different types of behaviour change project.

The focus of the strategic interviews was on the experience of the organisation interviewed with community-based projects. This included, where relevant, questions on the types of community-based projects, whether the type of work undertaken by these projects had been changing over the years, success factors and measuring requirements.

(c) The case studies

The objective of the case studies was to select 20 behaviour change projects representative of good practice, either in terms of delivery, behaviour change approaches, monitoring and measurement or both, in the waste sector. Case studies indeed allowed us to go one step further than the telephone interviews and to showcase the different aspects that make a project successful.

The selection of the case studies was done in two steps:

⁴ See the list of organisations that returned a completed questionnaire in Appendix 4

⁵ See the list of organisations interviewed by telephone in Appendix 4

- The research team put together a list of 'good practice' projects based on findings from the electronic survey and desk research;
- The list was submitted and debated in a workshop that included the research project manager, Defra officers (from Waste and SCP) and a few relevant stakeholders.

Findings from these case studies are available in a separate report, "Community Waste Behaviour Change Case Studies". This report also includes a good practice summary drawn from the case studies and the wider database. We recommend that this report is circulated widely to encourage good practice to be transferred and replicated.

1.3 Interpreting the findings

Scope of the research

In gathering this evidence base, we relied on two main sources of information – published literature and information provided by project managers. It was not the intention of this project to undertake primary research with the projects' clients to evaluate behaviour change impacts directly.

Although the intention of this study was to learn from - and build upon - the existing evidence base, we were confronted with a number of barriers in terms of gathering existing data, including:

- The difficulty of tracing project leaders of past projects;
- The high turnover of staff involved in community-based projects, which made it difficult to have access to someone with an overall view of the project, especially when this was a long-term project;
- The general inaccessibility of existing evaluation reports, many of which have never been published or disseminated, or have become 'lost' from previous funding schemes, or are simply hard to track down (an experience our expert stakeholders shared).

In addition, we did not have direct access to evaluation reports in most cases – except for some of the case studies and the research reports included in the Phase 1 literature review. The primary evidence gathered is therefore largely based on respondents' perceptions of the projects and understanding of impacts. These could not be independently verified within the scope of the research.

Quantitative and qualitative data

This report presents the findings of quantitative and qualitative research, which have been used as complementary research methodologies. It is therefore important to note the differences between the two types of research and the findings we can reasonably draw from them.

The quantitative research provides 'hard' data that represents the activities of behaviour change projects in the waste sector. However, the data should be interpreted with a level of caution for three reasons:

- We do not know the definitive number of behaviour change projects in the waste sector. As a result, it is safe to assume that a sample, not every behaviour change project in the sector, responded to the survey;
- The sample achieved in the electronic survey was *self-selecting*. Therefore, there is a risk that there is something 'different' about those behaviour change projects

which chose to respond as opposed to those who did not. While accepting the potential for self selecting bias, following-up the electronic survey with telephone interviews was one of the tools used to minimise this risk.

- We have analysed responses from community groups and local authorities separately in recognition of the different ways in which they operate CBBC projects. As a result, the sample sizes for each are relatively small and the statistical margins of error consequently large.

For each of these reasons, we recommend that the data be treated as an illustrative 'snapshot' of activities undertaken by behaviour change projects rather than a statistically rigorous account.

Qualitative research, on the other hand, is not representative in the statistical sense. Instead, its purpose is to achieve a greater depth of understanding of the relevant issues. Findings from the telephone interviews are *illustrative* and *indicative* rather than representative of the full range of opinion or activities. Nonetheless, the large number of interviews conducted provides sufficient material to be able to draw out generalisations.

These caveats aside, it is important to note that this project has gathered together more primary data on community based behaviour change projects than most previous studies. The findings from the primary quantitative and qualitative research have, in addition, been interpreted alongside a review of the literature, and findings from stakeholder workshops. We are therefore confident that this 'triangulated' approach allows robust conclusions to be made.

1.4 Report structure

Throughout the report, the analysis and discussion draws on both the literature review and the primary research. A detailed account of the literature review findings is provided in the Interim Report and Interim Executive Summary.

The technical report proceeds as follows:

- Section 2 – the background context and definitions;
- Section 3 – organisational and delivery issues
- Section 4 –behaviour change approaches and outcomes ;
- Section 5 – evaluation and monitoring issues and;
- Section 6 – our concluding comments.
- Appendices – survey topline data; list of projects surveyed; bibliography

This Technical Report is part of a suite of outputs from the research, which also includes: a Project Summary Report; a Case Studies report and a database of community based behaviour change projects.

1.5 Acknowledgements

Brook Lyndhurst would like to thank all those who contributed to our research, in particular those who gave up their valuable time to meet with us and provide supplementary documentation. We are also very grateful to all of the project managers who took part in the surveys and case studies.

2 Background context and definitions

This section provides background context to the main research findings. It starts by providing a brief descriptive overview of the community waste sector then summarises the policy background on behaviour change. This is followed by the working definition of “community based behaviour change” used in this research.

2.1 Brief overview of the Community Waste Sector

The Community Waste Sector (CWS) is made up of community-based organisations concerned with waste reduction, re-use and recycling, either through the delivery of services and/or through educational and campaigning activities on waste issues.

The sector includes a wide range of organisations, from larger social enterprises (such as ECT) to small local projects run by volunteers. They are usually set up by local enthusiasts responding to a gap in the market, including the absence of a recycling service or the willingness to have more information about a particular issue such as washable nappies for example.

There is generally little information available on size or characteristics of the CWS although two recent studies have tried to fill this gap. In 2003, ‘*Sustainable Development in Practice: Community Waste Projects in the UK*’⁶ (University of Bradford) estimated that there were over 850 organisations within the sector in the UK. More recently, the ‘*Review of the Voluntary and Community Waste Sector in England*’⁷ used membership databases as well as the Royal Society of Wildlife Trusts (RSWT) database⁸ to estimate that there were between 800 and 1,200 voluntary and community waste organisations in England. The University of Bradford study found that the sector has been growing with more than 100 new community waste projects being established between 2000 and 2003⁹.

Community waste organisations are generally concerned with:

- The re-use of existing goods including furniture, bicycles, scrapstores
- Refurbishing of waste electrical and electronic equipment
- Promoting the use of re-usable nappies
- Composting
- Improving the recycling infrastructure/collection
- Education and promotion to increase participation in recycling
- Promoting waste prevention measures

The ‘*Review of the Voluntary and Community Waste Sector in England*’ report confirmed that re-use and refurbishment are the most prevalent activities amongst community-led waste organisations. Despite this, we have not focused on projects that are principally involved in re-use as they are not yet concerned directly with the behaviour change of

⁶ *Sustainable Development in Practice: Community Waste Projects in the UK*, D. Luckin & L. Sharp, University of Bradford, 2003

⁷ *Review of the Voluntary and Community Waste Sector in England*, N. Williams, M. Crocker, D. Barrett, The InHouse Policy Consultancy, Serving ODPM, DfT and Defra, 2005

⁸ The RSWT administers a number of grant schemes including the Social Economic and Environmental Development (SEED), Hanson Environmental Fund (HEF), Community Recycling and Economic Development (CRED), and Waste Partnership Fund (WPF) grant schemes.

⁹ See the Interim Report for a more in-depth analysis of this sector

individual households, although this may change if there is rapid growth in this sector. In that case, there could be some attitudinal/behavioural barriers to overcome to encourage people to purchase second-hand goods. Our reasons for excluding re-use focused social enterprises are outlined further in the discussion on definitions below.

It is worth noting here that the Defra Waste and Resources R&D programme includes several other research projects that are investigating the contribution of social enterprises and community organisations in the waste sector, including those whose main focus *is* re-use:

- WRT 162 - Social enterprises and sustainable waste and resource management: evaluating impacts, capacities and opportunities.
- WRT 250 – Replicating success: social enterprises and the waste sector in London.
- WRT 318 - Benefits of community sector involvement in waste management .
- WRT 320 – Social and economic audit tools for use by community waste sector organisations.

Evidence from these projects will be available on the Defra web site in due course.

Community organisations from outside the waste sector have also begun to tackle behaviour change for waste prevention, as part of broader sustainable lifestyles approaches. These types of project were flagged as potentially promising ways forward on sustainable behaviour change in the Sustainable Consumption Roundtable's '*I will if you will*' report and the SDC's '*Communities of Interest – and Action?*' report.¹⁰ Defra's Environmental Action Fund includes several of these kinds of project; further details can be found at <http://www.defra.gov.uk/environment/eaf/#funding>.

2.2 The behaviour change ideas and policy background

The issue of behaviour change has received much attention in recent years from both the public and private sectors as well as academia. In addition to dealing with causal issues, much of the academic effort has focussed on 'unpicking' behaviour into multiple related but distinctive behavioural drivers¹¹. As well as more intuitive drivers such as personal attitudes and legislation, the work identifies multiple other personal, group and external influences on behaviour.

Overall the literature finds that behaviour is complex but (and with great simplification) that rational deliberation is at times overridden by habitual/spontaneous responses, and that behaviour is rarely, if ever, directly attributable to any clear or single cause. Recent academic work has also focused attention on the so-called 'attitude-behaviour' gap whereby it cannot simply be assumed that if someone says they are minded to do something that they actually will or are doing it.

Instead, authors have highlighted a wide range of psychological and situational factors which influence whether latent intentions will be turned into actual behaviour by any individual. This work is theoretical and complex but it can, arguably, be expressed in the following practical objectives – to embrace behaviour change, people need to:

- Know what the problem is
- Feel it's worth doing something about

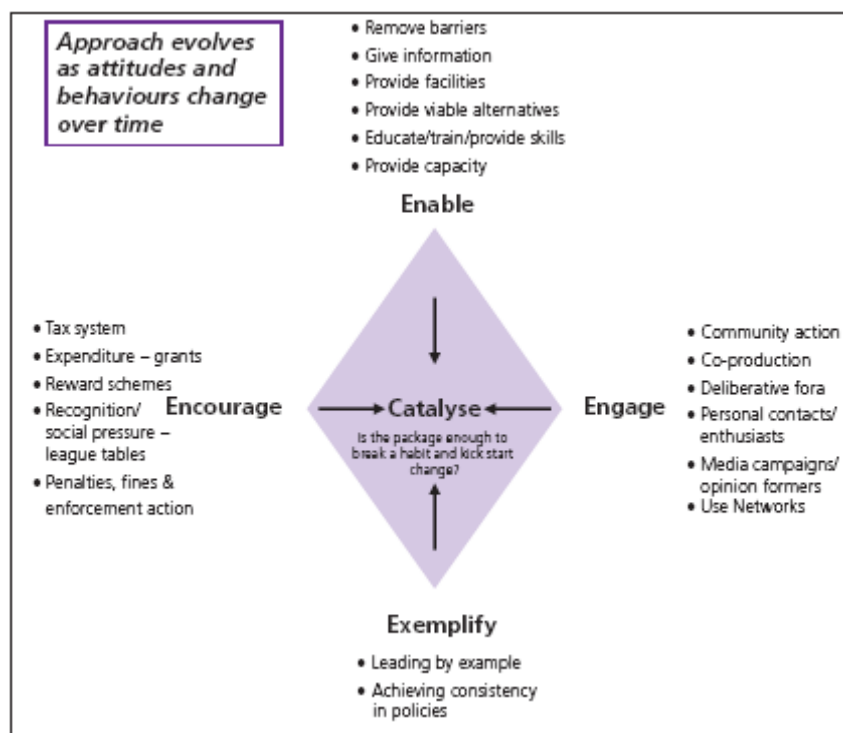
¹⁰ Sustainable Consumption Roundtable, hosted jointly by the National Consumer Council & the Sustainable Development Commission, *I will if You Will, Towards Sustainable Consumption*, 2006

¹¹ See work by Brook Lyndhurst for Defra *Triggering Widespread Adoption of Sustainable Behaviour* with references to *Motivating Sustainable Consumption – A Review of Evidence on Consumer Behaviour and Behaviour Change*, Tim Jackson, 2005

- Feel personally responsible
- Feel personally competent (empowered & skilled) to do something about it
- See how it can fit into everyday routines and habits
- Have the facilities/money to do it
- Believe that others will think it's a good thing/like you for doing it
- Or, have no choice – the behaviour is compulsory

These theory-based objectives were identified in the UK Sustainable Development Strategy as a 'package' to 'unlock' entrenched behaviours, personal and social norms, and was represented as in the diagram below. We have used this simplified '4Es' framework as a means of describing and categorising the various CBBC approaches examined later in the report.

The 4 Es model of behaviour change
Source: UK Sustainable Development Strategy



In this setting, measuring behaviour change may become more complex than simply recording actual observed changes to behaviour (referred to as 'outcomes' and measured, for example, through participation monitoring or tonnage data). In applying the academic theories to practice the *process* of behaviour change may itself become of interest – did household X start recycling because they were given a box, because someone knocked on their door and talked to them about the wider benefits of taking part or because they could see that many of their neighbours set out boxes? The answers to these kinds of 'soft' questions are important to developing an understanding of how and where particular approaches can be replicated.

Analysing this process of behaviour change may also be of use in better understanding the impact of projects in terms of:

- The extent to which observed behaviour change is embedded/entrenched and so likely to continue into the future;
- The extent to which participants may influence others and so seed wider behaviour change;

- And, where behaviour change is not observed, the extent to which the project may have made participants more susceptible to change their behaviour if subjected to similar interventions in the future.

2.3 Definition of “community based behaviour change” projects

It is important to be clear from the outset precisely how the terms “community based” and “behaviour change” have been used in this research. As we began the research, we discovered that stakeholders have very different interpretations of what each of these terms mean and what each does, or does not, encompass.

For example, does ‘**community based**’ mean only social enterprises and community groups? Or do local authority-led projects count if they have some sort of community-engagement aspect? Should the definition include all community-led organisations in the waste sector regardless of what they do, or only those that are working closely with the public to change behaviour?

The diagram below illustrates the wide range and diversity of project types which might plausibly be considered to be doing ‘community based behaviour change’ (CBBC).

The diagram is split into two parts: first for community sector organisations; the second for local authorities. The depth of *community engagement* in the behaviour change process in each delivery model is indicated by shading from dark (deep engagement) to light (little engagement). The diagram serves to show the important distinction between:

- community based *organisations*
- and, *community engagement methods* to promote behaviour change

The two are clearly not always the same thing: community organisations are not always involved directly in changing behaviour and local authorities sometimes use community engagement approaches, either on their own or in partnership with community organisations.

‘**Behaviour change**’ is defined here in two ways. First, we are concerned with ‘hard’ outcomes that can be observed in fairly straightforward ways, such as waste diverted from landfill, or increased recycling participation. In addition, we are interested in the ‘soft’ outcomes - such as changes in personal feelings, awareness, knowledge, skills or capacities - which have enabled individuals to change their own behaviour. We are also interested in collective social benefits, such as increases in community cohesion or trust.

As outlined above, these ‘soft’ factors are identified in the theoretical literature either as critical antecedents of, or barriers to, change. They also help us to understand *why* a particular approach worked and therefore whether it might be transferable to another location or group.

A) Community sector organisations

Type	What they do	How they tackle behaviour change on waste	Level of engagement with individuals/HH to encourage behaviour change	Special features/positive Outcomes (non-waste)
Community sector organisation	<p>Using 'hands-on' community engagement techniques, often working with other community partners</p> <p>Deep engagement with communities to change lifestyles (though depth of engagement varies)</p>	<p>Typically hands-on and frequent contact with participants</p> <p>Via community intermediaries (e.g. midwives)</p> <p>Recruiting community champions</p> <p>Via existing/new community groups</p> <p>For some, goal is facilitation of self-learning process by participants & providing supportive social environment</p>	Face to face - often intensive & on-going	<p>Deploys community engagement tools</p> <p>Provides social support/social learning opportunities</p> <p>Social capital benefits (e.g. well-being, community capacity & skills)</p> <p>'Unlocks' underlying psychological drivers</p>
Small community group (e.g. local charity/church/CAG)	Provide niche service on small scale in response to need identified by the group; typically delivered by volunteers	'Enable' - provides access to service & information. (e.g. providing composting services, re-use collection, small-scale recycling)	Often little - works by opening up new opportunities to recycle	May boost community social capital - i.e. through using volunteers
Community sector social enterprise/community group	<p>Re-use/refurbishment</p> <p>Collect, refurbish & distribute unwanted goods for re-use</p>	'Enable' - no explicit engagement with households/persuasion to change behaviour - simply provide access to service	Little/none	<p>Intermediate Labour Market (ILM)/regeneration outcomes are major part of mission</p> <p>Social benefits to low income households</p>
Community sector social enterprise (model i)	<p>Provide 'mainstream' recycling collections/composting services; typically contracted to LA</p> <p>Developing ILM is central to operating model.</p>	'Enable' - provide service only - no extra community engagement. May provide services where commercial contractors don't - e.g. for 'hard to reach' groups	Little/none - except where doorstepping used to boost participation	<p>ILM is part of central purpose</p> <p>May provide 'niche' services to 'hard to reach' groups</p>
Community sector social enterprise (model ii)	Provide 'mainstream' recycling collections/composting services; typically contracted to LA. Operate in similar way to commercial companies.	Provide service only - no extra community engagement. May provide services where commercial contractors don't - e.g. for 'hard to reach' groups	Little/none - except where doorstepping used to boost participation	<p>Little/no ILM involvement</p> <p>May provide 'niche' services to 'hard to reach' groups - but not always</p>

B) Local Authorities

Type	What they do	How they tackle behaviour change on waste	Level of engagement with individuals/HH to encourage behaviour change	Special features/positive Outcomes (non-waste)
Local authority working with community organisations	Using 'hands-on' community engagement techniques, often working with community partners Depth of engagement varies	Hybrid top down/bottom up model – LA is delivery driver but uses community organisations as intermediaries: Via community intermediaries (e.g. midwives) Recruiting community champions – e.g. master composters Via existing/new community groups Relatively few examples of development of self-learning networks being set up	Moderate – involves at least some face to face contact, directly or via intermediary Level of 'bottom up' community input may be limited, except in rare cases	Deploys community engagement tools May provide social support/social learning opportunities Possible social capital benefits (e.g. well-being, community capacity & skills) 'Unlocks' underlying psychological drivers
Local Authority	Using doorstepping, often with community partner	May be part of campaign (next entry), or stand alone initiative to boost participation in particular area	Some - face to face, personally tailored advice. Generally one-off contact	Tackles personal & cognitive norms in responsive fashion
Local Authority	Running large scale 'behaviour change' campaign	'Enable' & 'encourage' by providing package of services & messages. Typically delivered through standard comms channels	Typically 'top down' campaign May involve on-going comms & related events but typically little 'hands-on' engagement	Little opportunity for social learning But.. may tackle barriers from social psych norms
Local Authority	Provide 'mainstream' recycling collections/composting services	Provide service only – no extra community engagement. Typically complemented by standard info/comms	Little/none – except where doorstepping used to boost participation	

Following the early scoping work in Phase 1, it was agreed that the focus of this project should lie where 'community based' and 'behaviour change' meet. We therefore focused very deliberately on projects and activities which are:

*seeking to change the behaviour of individuals or households with respect to recycling and/or waste prevention
and are using community engagement or outreach approaches to bring about change*

Projects are generally excluded if either:

- Behaviour change is being pursued via a 'top down' approach, with no or minimal direct contact with individuals (e.g. large-scale, media focused, marketing/communications campaigns)¹²; or
- The project is 'owned' by a community-led organisation but does not involve direct engagement with householders to change their behaviour (e.g. furniture re-use where the destination of the waste changes but households do not need to change their behaviour to make it happen). While furniture and white goods re-use projects make up a large part of community waste sector activity, they are thus excluded here.

Our original hope was to focus mostly on organisations following a *heavy engagement* model (dark shading in the table above). However, due to the very small number of projects showing such characteristics, we have expanded the scope of projects included to those which have a direct link with the public but which use less intensive engagement methods (medium dark shading in the table). This includes organisations from the *community waste sector* engaging directly with the public and *local authorities* trialling or using direct community engagement tools or working with community groups. We have nevertheless endeavoured to refer to projects following a *heavy engagement model* wherever possible in the report. Those shown in light shading in the diagram above are generally excluded from the research.

Even though we narrowed down the definition of CBBC to only those waste projects which have some form of hands-on engagement with their local community, this definition nonetheless covered a wide spectrum, in a number of dimensions, as shown in Table 2.1.

Table 2.1 Dimensions and Spectrum of CBBC projects included in the research
Level of community ownership – from projects led entirely by unpaid community volunteers, to NGOs and funded groups, to local authorities – either in partnership with community intermediaries or their own staff using community engagement approaches (e.g. doorstepping or, less often, intensive community outreach);
Scale of organisation – from grass roots groups with only a few volunteers, to large statutory organisations or NGOs, where core project teams are able to call in expertise and sometimes additional resources from within their own organisations.
Scale and depth of engagement with the public – from 'light touch' approaches with hundreds or thousands of households (e.g. doorstepping), to deep lifestyle coaching and social learning projects with very small groups of individuals (e.g. GAP eco-teams).
Waste types being targeted – from dry recyclables collections, through kitchen waste and compost, to reusable nappies, smart shopping and wider sustainable lifestyles advice.

¹² WRAP has required detailed evaluation to be conducted of the behaviour change campaigns it has funded and there is extensive evidence on factors for success in this kind of approach. See, for example, www.wrap.org.uk

3 Project Delivery and Organisational Issues

This section examines the mechanics of project delivery and the issues which are thought to influence the effectiveness of CBBC projects, as identified by our primary research and the literature. It covers:

- General characteristics of CBBC organisations and projects (3.1)
- Waste activities (3.2)
- Staffing and external resources (3.3)
- Organisational capacity and skills (3.4)
- Funding (3.5)
- Partnerships (3.6)
- Summary - key success factors (3.7)

All graphs shown in this, and following, sections are derived from the electronic survey and are used illustratively to support findings derived from the wider range of sources used in the research. Since the types of engagement being pursued by local authorities (LAs) and community groups (CGs) are somewhat different, the responses of the two are shown separately.¹³ It should be noted that the sample included in the electronic survey was further boosted in the qualitative interviews, and this evidence is also built into the analysis.

3.1 General characteristics of CBBC organisations

3.1.1 Organisation size

In terms of size, there is obviously no comparison between LAs and CGs (Figure 3.1). The majority of CGs (55%) employ fewer than 10 permanent staff whilst the great majority of LAs (90%) employ more than 100 staff.

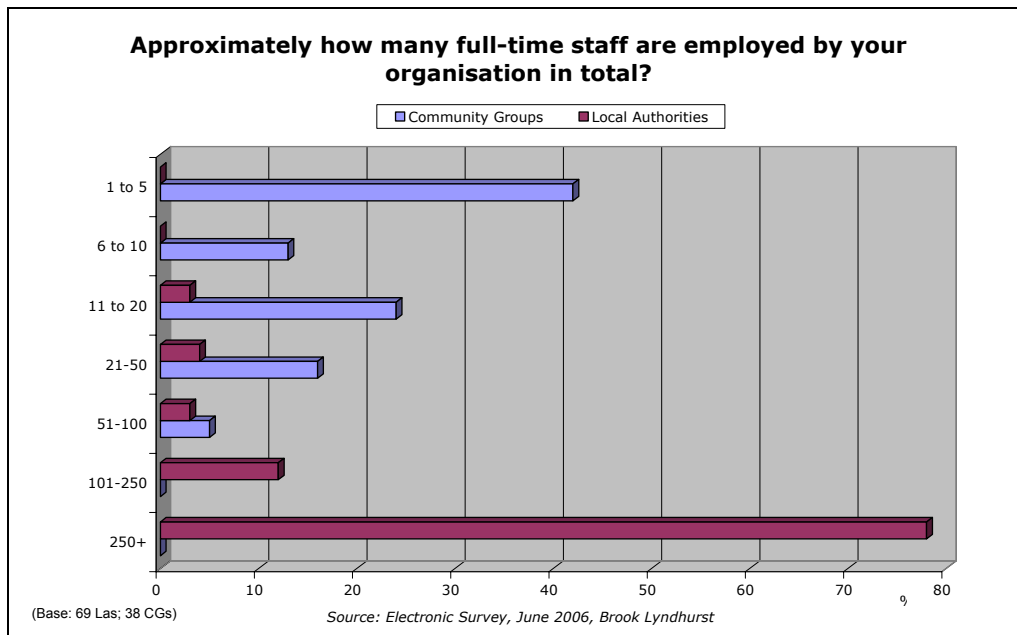
However, the size difference is not so large when looking at the human resources devoted to the actual project; a majority of LAs employ fewer than 5 staff on any given project, as do community groups. Project staffing is considered further below.

3.1.2 Geographical scope

The majority of both LAs and CGs have a local focus. However, a fifth of CGs report to be working also at the regional and national level. These are more likely to be NGO-type organisations than grassroots projects.

¹³ The base sizes in the electronic survey are: 69 local authorities; 42 community groups

Figure 3.1: Size of organisation



3.2 Waste activities

Community-based projects cover a wide range of waste activities. A majority of organisations are involved in more than one activity.

Raising public awareness is part and parcel of most community-based projects, with more than three-quarters of projects explicitly seeking to raise awareness, often alongside the delivery of other services or facilities. Schools-based waste education is also an important component of community based approaches.

Table 3.1 shows the main areas in which LAs and CGs are involved in CBBC activities.

Table 3.1 Areas in which the project is mainly involved (%)		
	Local Authority	Community Group
Raising public awareness about waste	77	76
School-based education	43	31
Waste education / advice to businesses	13	21
Operating household recycling collection – dry recyclables*	35	14
Operating household recycling collection – green/kitchen waste	14	12
Operating commercial recycling collection	4	7
Furniture or electrical goods refurbishment**	17	12
Washable nappies	19	26
Home composting	36	29
Community composting	14	19
Scrapstore	4	0
'Smart' low waste shopping	9	12
Sustainable living support to households	7	14
Other recycling activity	9	26
Other waste prevention/minimisation activity	30	31
Other	7	10

Source: Electronic Survey, June 2006, Brook Lyndhurst
 * collection activities were only included in the survey if there was also some face-to-face contact with households
 ** these included where the organisation was also involved with other activities with direct engagement

Other key areas where projects are engaging directly to change behaviour are:

- composting (e.g. master composters/champions),
- the promotion of washable nappies (e.g. through parents' groups)
- waste prevention more generally (e.g. through waste community action groups or sustainable living projects).

'Sustainable living support' projects and the promotion of 'smart shopping' are currently in the minority. 'Sustainable living support' includes the kinds of community level social learning activities currently favoured in UK sustainable development policy (e.g. In *Every Action Counts*, and the Sustainable Consumption Roundtable's *I will if you will*). Global Action Plan's eco-teams model is perhaps the best known practical example of this approach (see Case Studies report).

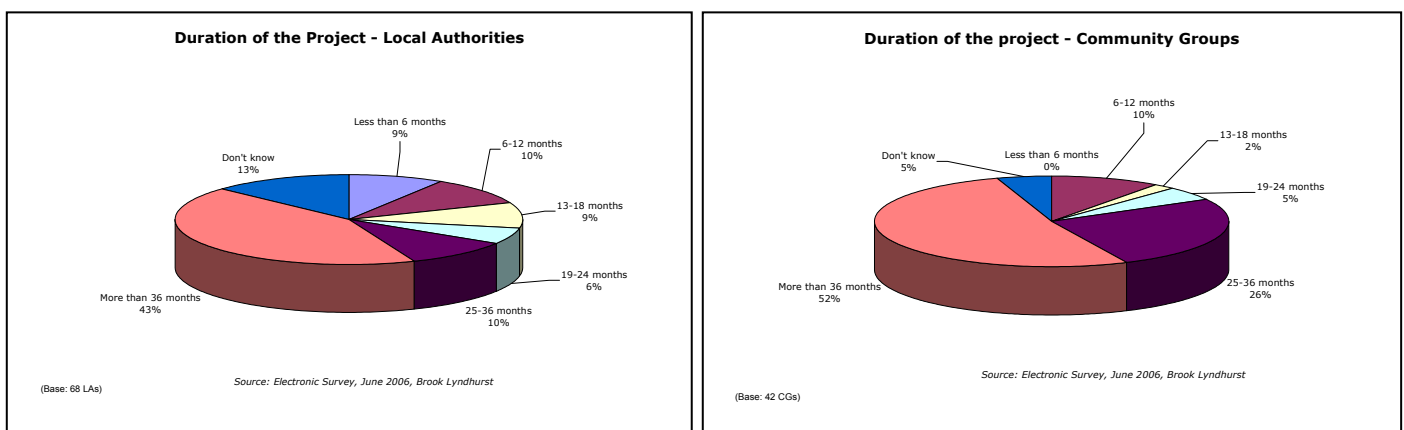
Whilst there is some overlap between activities undertaken by LAs and by CGs, there are also major differences, with LAs being relatively more involved in activities directly diverting waste from landfill (such as recycling collections or home composting).

3.3 Project duration

Another difference is that LAs are more likely to be using community engagement tactically, to deal with specific issues, as and when they arise. Indeed, a fifth of LA-initiated projects in the survey ran for a maximum of 12 months compared to 10% of projects run by CGs. Even so, just over half (53%) of local authority behaviour change projects surveyed had run (or were going to run) for more than 2 years.

In contrast, more than three-quarters of projects managed by CGs have, or will, run for more than 2 years. This is probably because many of the CBBC projects are the very *raison d'être* of the community groups' existence. In order to ensure the continuity of their projects, however, CGs may have to chase from one funding pot to another. It may also reflect the 'slow burn' nature of some of the approaches being used – that organisations need time to build relationships within their target communities.

Figure 3.2 Expected project duration



Even though a majority of CGs expect their projects to continue beyond 2-3 years, a large proportion (60%) have started their project within the last 2 years and have still to go beyond this milestone. A similar proportion of LA projects (62%) have also started since 2004.

This is an important consideration for the analysis in section 5, in relation to the amount of evidence which is likely to be available on impact, since many projects have not reached the point at which they have fully evaluated their outcomes. The recency of projects in the survey also reflects the difficulty we noted in the Introduction, and in our Interim Report, of being able to track down project staff from historically funded CBBC projects.

3.3 Staffing and external resources

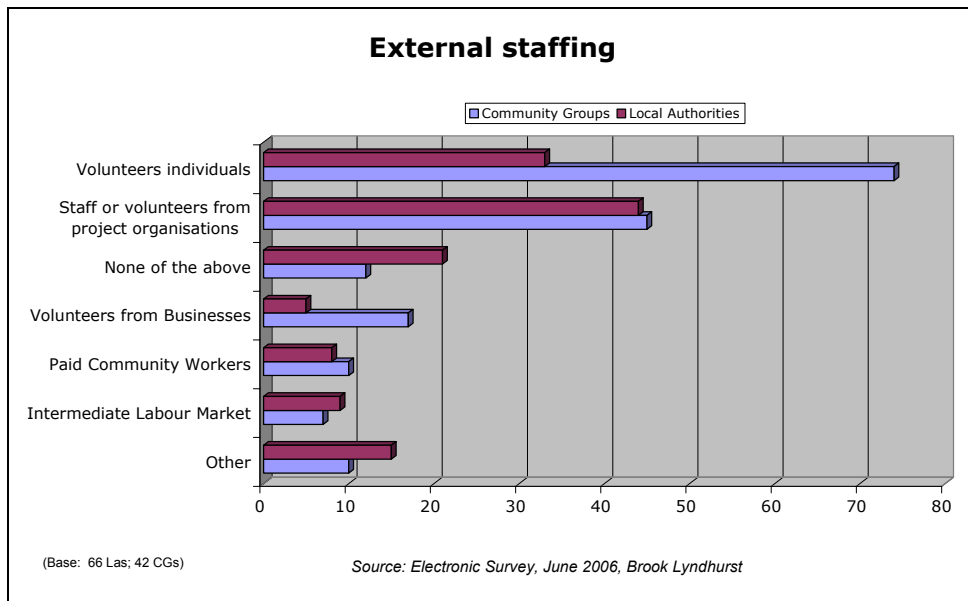
Community-based behaviour change projects vary in scope and size – but almost all are run by small teams of staff, whether in community groups or in local authorities. The vast majority of projects - in both types of organisation - devote 5 or fewer staff to the project, with a median of 2 in both CGs and LAs. Projects most likely to employ a larger number of staff are those dealing with recycling collections, but these are the exception rather than the rule.

Many CGs, in fact, rely entirely on part-time or casual staff for their project. Casual staff are essential to some projects, reflecting the way in which the project operates. Some projects, for example, may undertake regular activities that only require a limited amount of staff time each week/month (for example, a small community composting project) whilst the focus of other projects may be on *ad hoc* interventions (for example, help and advice from composting gurus is only provided when requested by local individuals). In addition, some grassroots organisations (e.g. Finstock CAG) are staffed entirely by volunteers.

Reliance on part-time/casual staff also means that relatively few - less than 10% - projects surveyed employed any Intermediate Labour Market (ILM) workers. This may reflect not only the lack of human resources to manage these workers but also the resource-intensive procedures required to set up an ILM scheme and the uncertainties attached to the funding of such schemes.

Volunteers are a fundamental element of the delivery model in projects run by community organisations - three-quarters of CGs in the survey use volunteers. This is a positive aspect of community-based projects that shows that they are able to draw on external resources and skills as and when necessary. Volunteers are less central in LA CBBC projects, although a third of LAs nonetheless work with volunteers on their project. In addition, almost half of the projects rely from time to time on other staff from within their own organisation.

Figure 3.3: External staffing

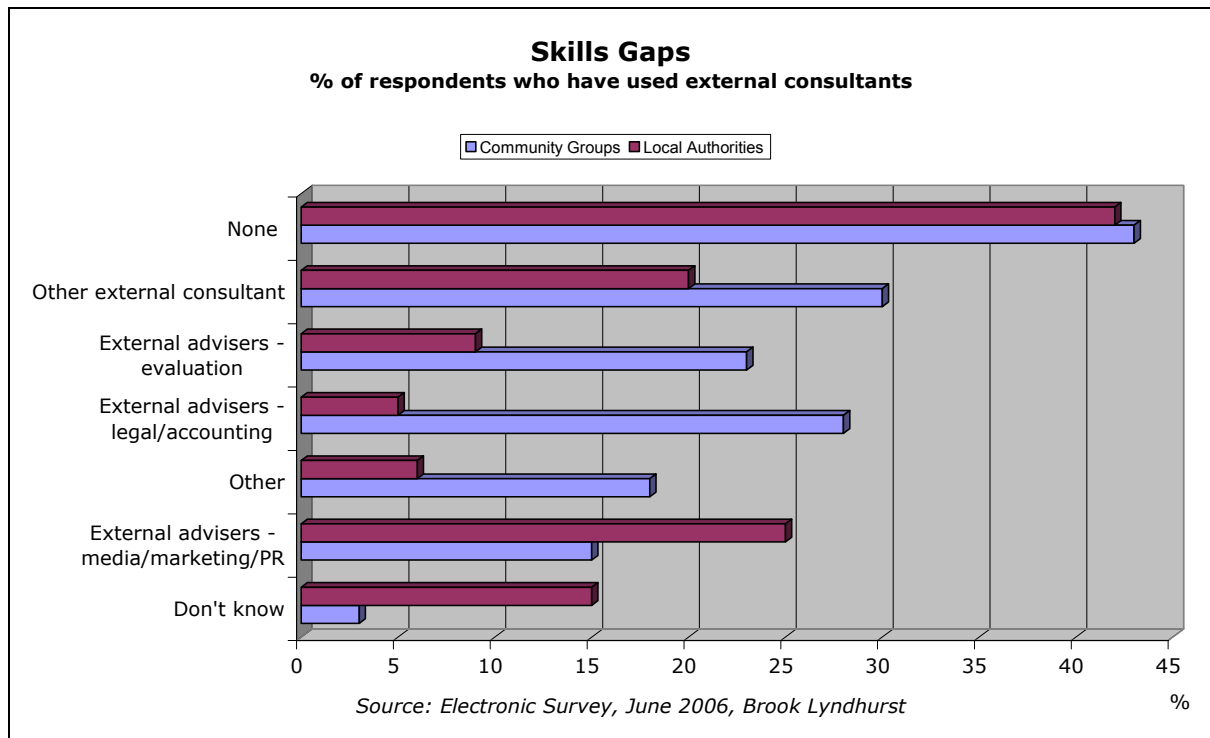


3.4 Organisational capacity and skills

Strategic interviews suggest that projects need to be increasingly professional in response to greater competition for public funding. In some cases, this means that projects have recruited specialist staff who have moved into the area to work with a particular community group. There is here, however, a difficult conundrum for the community sector in that a drive to greater professionalisation of staff may mean it becomes more difficult to recruit staff *from* the community who share the knowledge, experiences and social networks of local residents.

Employing staff skilled in a number of different business areas can also place significant strains on funds. Instead, some projects have addressed potential skills gaps by turning to partner organisations. A quarter of CGs indeed report to have used external advisers for legal/accounting issues and to help them with their evaluation. LAs were more likely to draw on help from other departments from within their own organisation, especially for marketing/PR and financial/accounting issues.

Figure 3.4 Use of external advisors



Volunteers can also bring specific skills to projects but there is no guarantee that they will possess the required skills. As pointed out in the previous section, a majority of projects work with volunteers, who may make up the majority of the workforce involved in the project. However, telephone interviews revealed that the corollaries of this dependency on volunteers are potential skills gaps:

- in people and project management and;
- in awareness of theory and business principles.

Another organisational issue which has arisen in some projects, is the difficulty of controlling and directing volunteers. Volunteers can sometimes be either reluctant to carry out the tasks required by the project leaders, carry out different tasks without consulting the project leaders, or both.

However, this issue may be solved with ongoing two-way communication between volunteers and project leaders. For example, Surrey County Council employs a co-ordinator whose time is dedicated to the local nappy network. This co-ordinator is in constant touch with the volunteers promoting washable nappies. Regular meetings with volunteers also allow the co-ordinator to remain in touch with what happens on the ground.

3.5 Funding

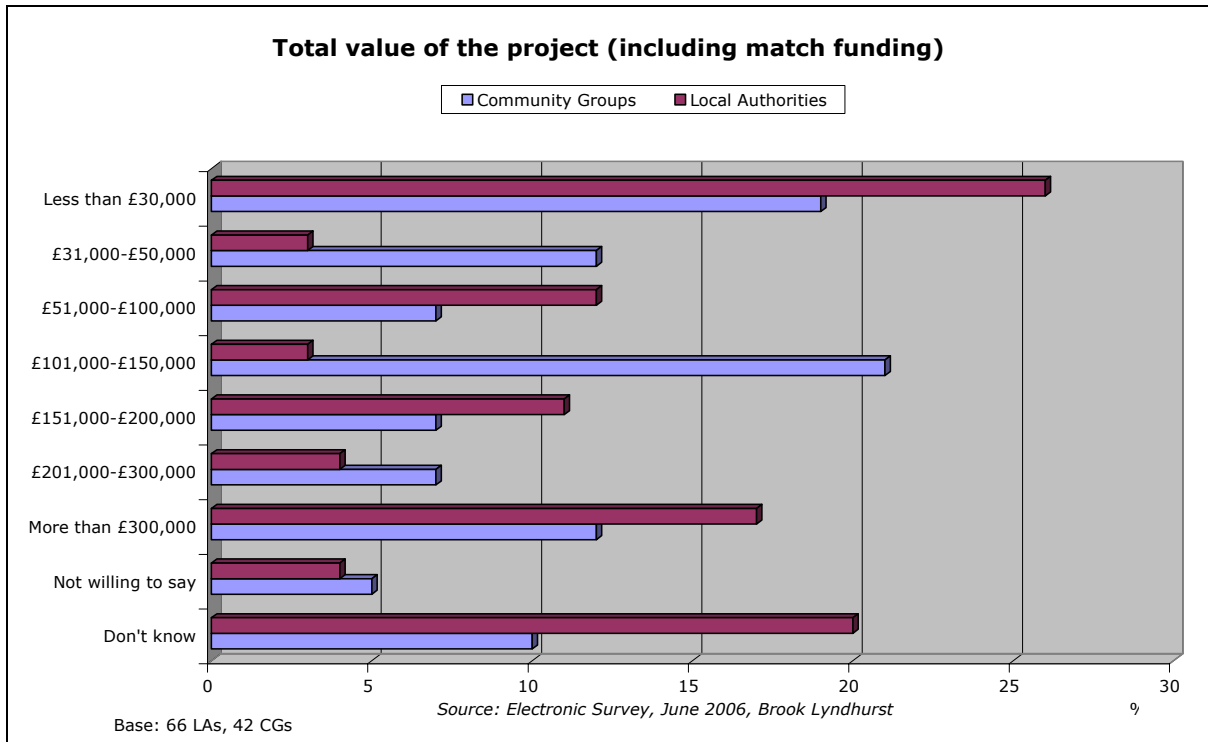
3.5.1 Scale of project funding

The cost of CBBC projects varies greatly from one project to another. Those responding to the survey covered a broad spectrum from those with funding of less than £30,000 to those with several hundreds of thousands of pounds available. We suspect that the survey results for the CGs may be biased towards medium size and larger groups, since

very small grass roots groups are both hard to identify for sampling purposes, and would often not have the resources to respond to surveys if contacted.

Just under a third of both LA and CG respondents to the survey were involved in projects with budgets of under £50,000, while around 1 in 5 of both types of organisation had funding of more than £200,000. On average, LA budgets of surveyed projects were smaller than those of community groups, perhaps reflecting the fact that, as noted above, LA projects tend to be of shorter duration than CG projects.

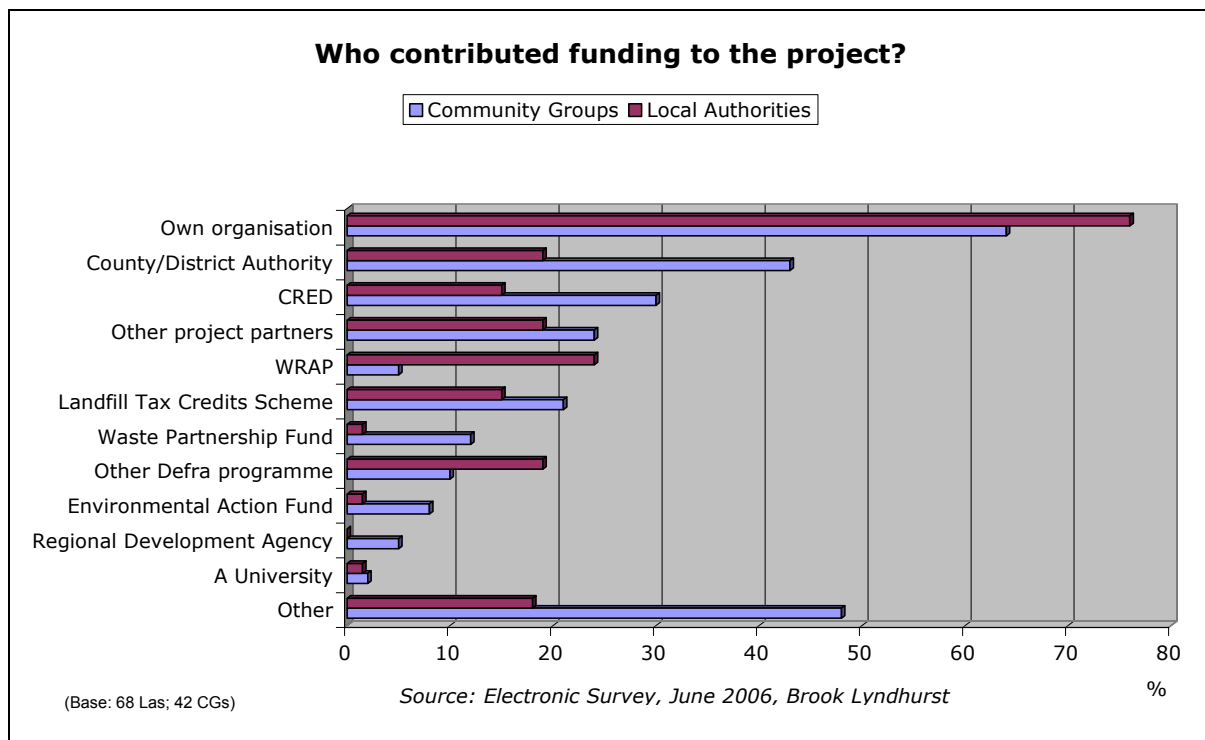
Figure 3.5 – Scale of project funding



3.5.2 Sources of funding

One reason behind this apparent difference is the ability of LAs to attract funding from a greater variety of sources. Three-quarters of LAs draw on funding from their own organisation compared to two-thirds of CGs. Government programmes such as those funded by Defra and WRAP also seem to be more accessible to LAs than to CGs with 19% of LAs receiving funding from Defra and 24% receiving funding from WRAP compared to 10% and 5% for CGs.

Figure 3.6 – Funding sources



CGs have also been hard hit by the closure of two of the major funds dedicated to CGs:

- the Community Recycling and Economic Development (CRED) Programme and;
- the Landfill Tax Credits Scheme (LTCS).

The two main sources of funding for CGs, apart from their own organisations, are now counties/district authorities and other sources such as private trusts. This is an important issue and whilst some government programmes are now open to CGs, it is important to consider what type of funding would be better suited to CG projects (See Section 6).

3.5.3 Issues relating to funding

In the telephone interviews, respondents pinpointed a number of areas in which they had concerns:

- Some projects complained about the lack of consistency across funders. Funding organisations have different requirements which can make the application process rather lengthy and costly for community-based projects. There was a desire to see more standardised processes that would acknowledge the necessity to apply to several funding streams at once and make it easier to do so.
- Community based projects involved in recycling collection feel vulnerable as LAs increasingly let out integrated waste collection contracts. Some respondents believed there needed to be 'a radical re-think of the tendering process' to allow the community sector to bid alongside large waste management companies. Various Defra waste R&D projects are examining aspects of this issue (*WRT 250 – Replicating success: social enterprises and the waste sector in London; WRT 318 – Benefits of community sector involvement in waste management; WRT 320 – Social and economic audit tools for use by community waste sector organisations*).

- Another complaint across the board is the short-termism of funding streams. Behaviour change takes time but funding is generally allocated on a short term basis. In LAs, budgets are generally annual; hence the short term nature of many self-funded local authority-initiated projects. Funding streams such as CRED and the LTCS did allocate funding over 3 years to CGs but CGs are now left with funders more likely to allocate smaller amounts for shorter projects.
- A few projects felt there was sometimes a funding bias towards new initiatives – this sometimes meant that community organisations had to set up new entities to be able to access funds, or repackage existing models to meet new criteria, even though this may have little ultimate influence on how the project operated.

3.5.4 Issues related to financial sustainability

In an effort to move towards financial sustainability, a number of projects are trying to diversify activities, and are introducing more commercial activities, in order to cross-subsidise education and awareness-raising activities.

However, some groups have no intention of going down this route. They see their role instead as providing a service to the local community and a few see payment for services as antithetical to their core mission. Although some services, arguably, have no commercial value, they do nonetheless involve volunteers' time and commitment. As shown above, many projects are indeed staffed to a great extent by volunteers who give their time to better their local environment/society. This volunteer effort represents a very significant 'in kind' contribution of community sector projects, which needs to be valued appropriately.

3.6 Partnerships

Partnerships are fundamental to the way in which community-based projects operate. Most of the organisations (86%) that responded to the survey said they worked in partnership with other groups (Figure 3.7).

- LAs tend to work mostly with CGs (44%), other LAs (40%) and other public sector organisations (26%)
- Partners for CGs include LAs (90%), other CGs (61%), other public sector organisations (34%) and businesses (29%).

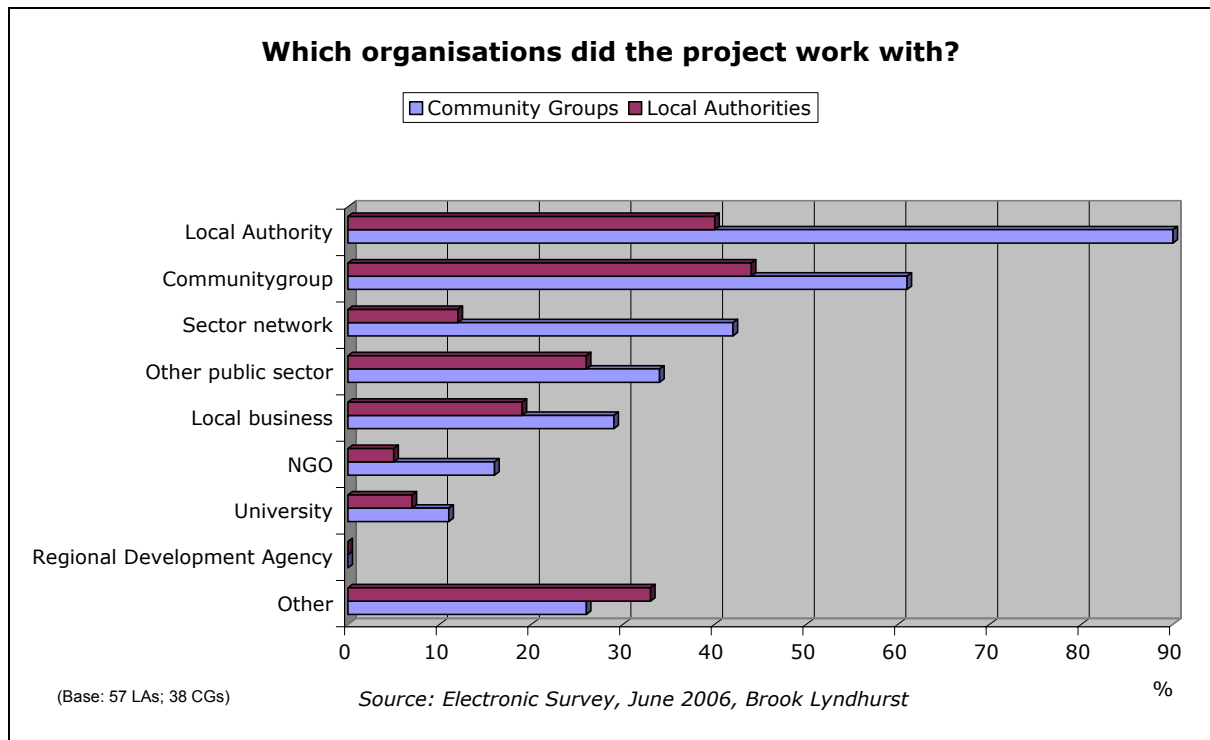
Partnerships fill a number of functions – managerial functions (membership of a steering group), delivery support (in terms of shared collections and depots) and publicity (through joint marketing campaigns or referral scheme).

Many LAs believe that working with CGs can give them additional credibility. Conversations with CGs confirmed that they did not believe they would lose credibility by working with LAs, providing that they themselves were seen to be taking the lead. Such partnerships give CGs access to resources that may not otherwise be available to them, such as advertising/marketing support.

"What we've learned from phase 1 is that if it's seen to be a Council thing, it's seen as being imposed and a certain percentage will always be against it. If it's seen to come from the community, it's more valuable." A local authority

"Wanted to engage with people on a different level without the stigma of working for the Council." A local authority

Figure 3.7



CGs also appear to be making a good use of sector networks (42%). This is rather encouraging in terms of information sharing and project transferability. The potential for encouraging such relationships will be explored further in Section 6 as a means of disseminating success factors and lessons learnt. Universities are also sought after partners, especially by CGs (11%). They bring their research expertise and often help projects evaluate their impact.

However, forging and maintaining relationships is a labour-intensive and expensive process. Some projects have started building these relationships but have not fully capitalised on them due to restricted time resources and networking skills. The opportunity to build relationships between public sector organisations (LAs) and community groups should however not be overlooked as such relationships might become increasingly important to secure funding. Anecdotal evidence showed that some LAs forge relationships with CGs in order to have access to specific funding streams.

Others believe the very success of their project depends on their ability to maintain relationships with partners. This is especially the case when projects are delivered through intermediaries who need to be fully on board to promote and support the scheme to their members.

"Most of making this scheme work is maintaining those relationships [with partners]. In reality, it depends on the commitment of hall managers and cleaning staff." CRISP, Managing Student Recycling

3.7 Summary – key success factors

Drawing on the above, organisational factors which are likely to underpin the effectiveness of project delivery in CBBC projects can be summarised as follows:

- Having clear project aims and targets;
- Devoting adequate resources to project administration, delivery and evaluation (i.e. professional standards of management);
- Careful recruitment of staff with the right skills - attracting invigorated, enthusiastic and commercially competent staff; contingency planning for staff turnover;
- Careful management of volunteers, which balances their passion with focused effort;
- Good relationships with partners and a good network of partners;
- Building capacity over a long period of time to allow for step-by-step change and forging of new relationships, which are key elements of community-based models;
- Being able to attract medium/long term funding to allow for proper project planning, continuity and the full development of 'slow burn' engagement activities.

While some of these aspects may appear obvious good practice, they were not always evident in the projects reviewed. These factors are also reported widely in the literature, and are notably similar in the interim evaluations of the CRED Transforming Waste Fund.¹⁴

¹⁴ Big Lottery Fund, "Transforming Waste Evaluation Findings", Big Lottery Fund Research, Issue 23, 2006

4 Behaviour Change

This section reports our findings on the approaches and tools which projects are using in their efforts to change behaviour on recycling and waste prevention. It covers:

- Rationale for using CBBC approaches (4.1)
- Target audiences (4.2)
- Behaviour change approaches (4.3)
- Effectiveness of CBBC approaches (4.4)
- Potential for replicability and transferability (4.5)
- Projects' perceptions of their impacts (4.6)
- Projects' estimates of waste diverted
- Summary – key success factors

4.1 Rationale and motivation for using CBBC approaches

4.1.1 Achieving tactical goals

For local authorities (LAs), the main motivation for taking a behaviour change approach is the need to meet waste diversion targets. To do so, some local authorities have decided to go down the community engagement route to consolidate and reinforce the recycling message delivered through conventional communication campaigns.

Indeed, LAs tend to choose a community-based approach when a blanket-type awareness-raising approach would not be sufficient, or has been tried but has not succeeded in engaging (all of) the local community. As a result, LAs tend to directly – or indirectly through community groups – approach the public to promote:

- washable nappies;
- recycling in areas of low recycling participation;
- home/community composting;
- smart shopping;
- waste prevention.

The last two are areas where it is much more difficult to shift behaviour quickly by introducing new services, where social norms are probably more entrenched even than on recycling, and where direct engagement and peer learning hold out the prospect of shifting these values and norms.

CBBC approaches used by LAs generally involve face-to-face contact with the public, often through doorstepping, and typically include the provision of tailored advice and information. A number of local authorities who responded to our enquiries (and others we are aware of) have gone beyond doorstepping approaches to undertake more in-depth community outreach.

4.1.2 Meeting local needs – the importance of localism in CBBC projects

This very local element is one of the key strengths of CBBC approaches. Community based projects can help support messages that are being delivered through national or area-wide communications/PR campaigns by identifying and addressing local issues or local barriers which need specifically tailored solutions. Community outreach, for example, may be used to try to raise recycling participation in a neighbourhood with

particularly low participation by, first, building trust and a sense of 'ownership' of the issues by local residents, and then helping residents to take action – for example, by providing local 'surgeries' where residents can obtain 1-to-1 advice or by feeding back on residents' performance, or simply by checking that residents have the means to participate. Our Pilands Wood case study (see Case Studies report) is a good example of how a local authority has used this approach.

Similarly, the work of community groups is usually focused on a particular area where they have in-depth knowledge of the communities' needs and particular barriers to behaviour change. The role of community groups may be especially important where these barriers are social rather than physical. The contribution of community groups to developing niche services where these would not otherwise be provided is also well documented, and confirmed in this research.

In fact, the 'local' element of community-based projects is fundamental. This is because:

- People care most about what happens in their local environment;
- It is easier for individuals within a community to get involved in small-scale projects and to see the results of the actions taken;
- Issues raised by small-scale projects are more likely to be relevant to local concerns.

In addition, the aim of many of these projects is to change social norms. It is therefore legitimate that such projects should be community-based as this gives communities a sense of 'ownership' of the service provided. People who get involved in community-based projects may well have not done so had the project been led by the local Council.

"The feedback the project received through the survey highlighted the importance people attributed to it feeling more like a neighbour helping out rather than a prescriptive top-down [project]" Tower Hamlets, Havering and Redbridge Compost Projects, LCRN

4.1.3 Education and 'seeding' behaviour change

Many community-based projects also see their role as 'seeding' sustainable behaviours. For example, many projects mentioned the opportunities to address a variety of issues beyond waste, including health-related issues, crime, and so on. Some of the sustainable living projects are also explicitly tackling waste as part of a portfolio of behaviours which have significant climate change impacts.

"People start looking at every aspect of their lifestyle. I had a single mum in one area. After starting to use the nappies, she started recycling. She used to get on the bus with her recycling to go to the nearest bring site." The Change Project

These kinds of project cannot therefore be valued only in terms of the impacts which they have on reducing or diverting waste. However, because they are a relatively new model, there is not yet widespread evidence on the extent of their 'seeding' or portfolio impacts. We return to this issue in section 5 and in the Recommendations.

More generally, education and awareness raising are often *the* primary objective of community-led projects. While community projects are almost all driven by a desire to deliver environmental benefits, immediate diversion/prevention of tonnages *on a large*

scale is not always the primary objective. Community-led projects tend to put a greater emphasis on:

- The educational aspects of their work;
- In encouraging the development of individuals' sense of personal responsibility, capacity and readiness to act;
- Or on meeting specific community needs (e.g. services for low income families or where no recycling/composting/nappy advice service exists).

"When SORT IT goes into a school, the follow-up will often see feedback from kids that triggers a huge amount of stuff - collections for mobile phones, community recycling points, etc. These benefits are much broader, but we don't evaluate that..." BTCV SORT IT, Leeds (part of a wider kerbside participation intervention which is being monitored through chipped bins)

While some projects are generating immediately tangible impacts in terms of waste diverted, the other 'impacts' of community-led projects are far less tangible and potentially longer term. While it may be difficult for projects to prove these 'slow burn' impacts with hard evidence, this is not the same as saying these projects have no, or useful, impacts.

"It may be the only way to bring about this change. It has to happen. If we go to variable charging then people will have to change anyway. If not then it [community engagement] is worthwhile... You're not going to see an instant return on behaviour change projects." A District Council community champions project

4.2 Target audience

4.2.1 Diverse audiences

The types of audience which CBBC projects are targeting varies considerably, both in terms of the nature of the audience and scale. Some projects focus on small groups of individuals or individual streets (e.g. GAP eco-teams, WWT's climate friendly communities), or those with a specific and current need (e.g. new mothers in a parents group) whereas others' activities are aimed at several hundred or thousand households (most usually doorstepping projects).

Although we asked projects specifically to report "*approximately, how many participants does (did) your project aim to engage?*" the responses received were insufficiently clear to determine precisely how many people had been targeted by a specific approach or engaged as a result. In some cases, LA projects appeared to be reporting the numbers of people living in a waste collection round or the authority as a whole, where the community engagement activity was just one part of an overall behaviour change strategy. Some community groups appeared to be reporting the size of the potential target population rather than the number they expected to participate, or had participated. In many cases, it is difficult to isolate the community engagement aspects from the rest of the projects' activities for attribution purposes. As a result, we cannot relate outcomes or impacts directly to numbers of participants, which we acknowledge is a weakness in the data collected (this is discussed again in section 5).

While some groups have a tight focus in terms of target audience (e.g. nappy projects), many CBBC projects are targeting a variety of audiences simultaneously. In this respect, community groups appear to be engaging with a wider array of audiences than local

authorities, whose principal target unit is households, followed by children and young people (largely through schools waste education). Community groups appear to have relatively more direct one-to-one contact with individuals. A sizeable minority of both LAs and CGs also perceive community intermediaries (other CGs or statutory services) as a key audience with which they are engaging. The use of intermediaries is covered further later.

	Local authority	Community groups
Households	81%	74%
Individuals	36%	62%
Children/young people	45%	36%
Community groups	31%	43%
Public sector institutions	25%	29%
Individual businesses	7%	31%
Other	3%	5%

Source: Electronic Survey, June 2006, Brook Lyndhurst

In at least a sizeable minority of cases – in both LA and CG projects – the target audience does not appear to be especially well defined beforehand. Slightly more than half of the projects’ activities are targeted at the community as a whole, while a similar number say they are targeted at specific groups (e.g. nappy users, housing association tenants). Moreover, only 40% of projects (the same percentage in LA and CGs) had undertaken a baseline assessment of participants’ attitudes and behaviour before project activities started. Some found that their initial conceptions about what audiences wanted and how they would react were not borne out in practice.

“I thought it would be easy to classify audiences [by income, etc...] but it isn’t. I spoke to GCSE girls from a deprived area and they were divided into those that said: ‘Of course I will use real nappies’ and those that said ‘God, no’”. A washable nappy project

This raises questions about the projects’ understanding of their audience and the extent to which some projects are segmenting their audience and focusing their effort. The Community-Based Social Marketing literature suggests that this prior understanding is a crucial element in delivering effective behaviour change outcomes.

The lack of audience segmentation mentioned in the previous section also means that it is relatively difficult to draw conclusions on which community engagement methods work best with various audiences. Projects tend to emphasise the approach taken over the type of audience when asked about success factors (see Section 4.6), perhaps reflecting their lack of detailed knowledge about the audience.

4.2.2 Ease of engaging target audiences

Most projects in the survey (60%) had found it easy to engage their intended audience, though around a third of both LAs and CGs had found it fairly or very difficult. Barriers were cited by both those who had found it easy to engage and those who had not (82 of the 111 projects in all in the electronic survey). Barriers cited the most often as regards engaging audiences were:

- Lack of money, problems securing funds, or constraints on the amount of time available to deliver all the activities required;

- Apathy, disinterest or lack of trust amongst target audiences – including both low income and affluent households;
- Resistance to change amongst the public and entrenched social norms;
- Difficulties engaging minority ethnic communities where language is a significant barrier.

Less frequently mentioned, but nonetheless interesting observations included:

- Institutional rigidity – a few projects cited inflexible attitudes in local authorities and one cited embedded practices in the NHS as a barrier to change;
- Turning interest into action – a number of projects said they had experienced no problem in generating interest but had found it harder to get people to take action, even with intensive persuasion in some cases;
- Going beyond the 'quick wins' – a few projects said they had found it difficult moving beyond middle class or green audiences.

Specific barriers were also cited in relation to the following:

- *Re-useable nappy projects* – a key issue here was the depth of entrenched social norms, which is reinforced by heavy marketing of disposables. Two projects further cited the adverse impact of the recent Environment Agency LCA nappy study. This means that projects need to do much more than hand out leaflets or make services available in order to persuade parents to convert.
- *Schools* – a key barrier in schools is achieving commitment from staff (caretakers as well as teachers) who may see the project as an additional burden rather than an opportunity. Time is required to generate buy-in and find enthusiastic champions within the schools. Two projects further mentioned the difficulty of getting schools to monitor outcomes, and one had only engaged schools where the pupil catchment areas matched waste collection rounds.

4.2.3 Issues related to target audiences

A number of further issues relating to the target audience emerged from both the survey and depth interviews. In particular, there seems to be a relative lack of strategic prioritisation. Often, the audience targeted by a project depends on:

- The location of the organisation itself. Community-led projects are usually set up by local people with a keen interest in environmental issues. These people may not be located in the more 'needy' communities.
- Funding streams available for particular locations. For example, the choice of the wards involved in the Neighbourhood Waste Action Project by Brumcan was guided by the availability of funding (regeneration) to work with disadvantaged residents.
- The need to provide basic facilities such as kerbside recycling in a particular area. In this case, community projects fill gaps in strategic services.
- The location of advisors and their social networks. For example, the objective of the Compost Advisor Project by BTCV in Kent was to recruit 10 advisors in each district in Kent but some districts ended up having more advisors than others because of greater interest in some areas than in others.

This lack of strategic prioritising is one of the biggest criticisms which can be levelled at the community sector as a whole, even though it is the outcome of individual groups

responding to the situation they find on the ground. Some CGs blame the way funding is allocated for this lack of strategic thinking.

"We would like to try and be more strategic in our project aims, but due to funders requirements and objectives and short-term funding (1 year at a time) the project has been less strategic in thought and planning than we would have liked. For example, we would like to have more time to get to know the community to tailor the information to specific targets." York Rotters, Friends of St Nicholas Fields

LAs appear more likely to prioritise 'big win' activities, perhaps because of the need to meet their landfill diversion obligations. For example, Dorset County Council embarked on a five-year waste reduction and reuse strategy which involves a number of projects. However, funding issues mean that the Council is currently focusing on two projects likely to deliver the biggest wins in terms of waste reduction: a county-wide community champion scheme aimed at increasing the use of compost bins for garden waste, and a waste reduction pilot in Corfe Mullen, a 1,700 household community (the latter being part-funded through Defra waste R&D to generate data on outcomes).

From a policy point of view, there is an important question which needs to be resolved about the extent to which community based activity can and should be directed to delivering strategic goals, when its very nature is about growing organically from the needs and wishes of local communities and activists. We return to this question in Section 6.

4.3 Behaviour change approaches in practice

This section explores the approaches and techniques being used by the projects. It starts by considering the underlying rationale behind the approaches and how they were selected and then moves on to the specific techniques being tested and trialled.

4.3.1 Do project approaches use behaviour change theory?

Few projects are explicitly referring to behaviour change theory or policy thinking when developing their approaches.

Results from the electronic survey showed that LAs are more likely to be either testing approaches developed from theoretical research (12% did so to a great extent) or elements from the 4Es (10% did so to a great extent) than CGs. This reflects the fact that 70% of LAs felt they were either very well informed or fairly well informed about ideas and lessons from the behaviour change literature.

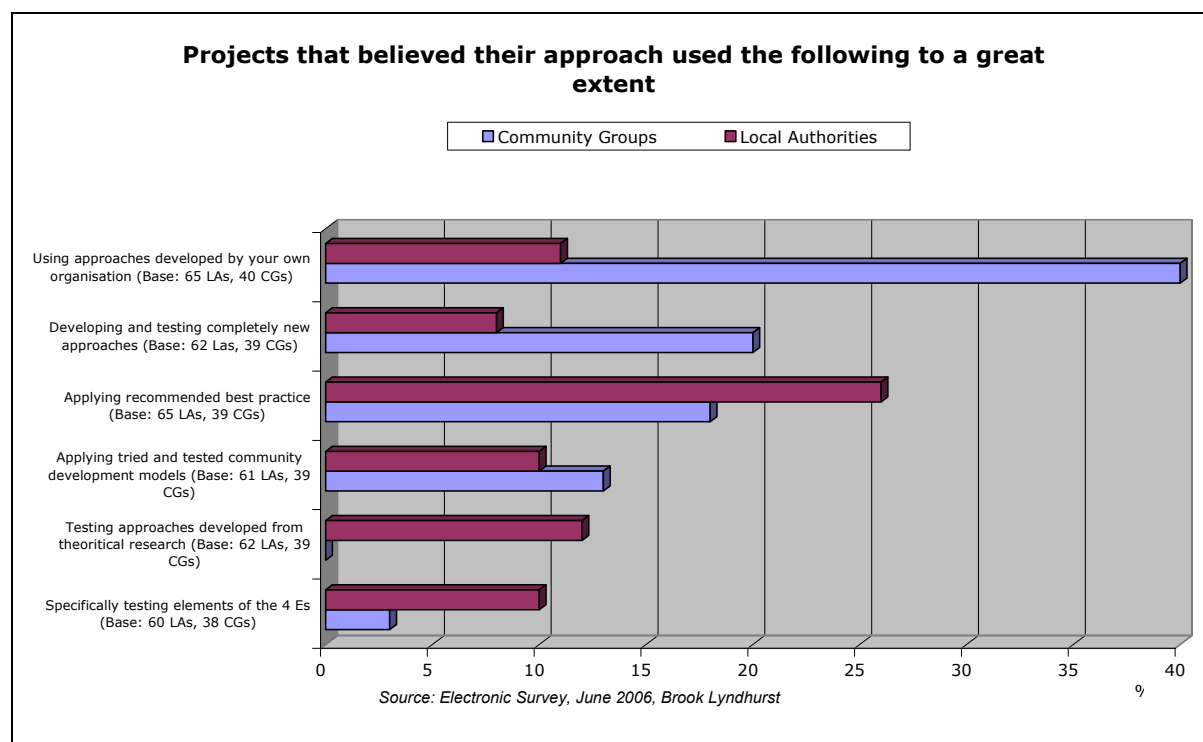
In contrast, few CGs reported to be testing approaches developed from theoretical research (28% did so to a fair extent, none to a great extent) and only 3% reported to be testing elements of the 4Es to a great extent. This is consistent with the fact that only 40% of CGs believed they were either very well or fairly well informed about the ideas and lessons from the behaviour change literature.

However, although many CGs (30%) do not think they are testing elements of the 4Es, they may actually be doing so without realising it. This lack of theoretical knowledge may mean that some CGs are not aware of the potential to maximise the impact of their activities by ensuring that all the factors necessary to change behaviour are present, in particular ways of addressing psychological drivers and norms.

LAs are also putting great store on applying recommended best practice (a quarter are doing this to a great extent) whilst CGs are mostly using approaches developed by their own organisations (almost 50% are doing this to a great extent).

Very few projects reported to be applying tried and tested community development models (10% of LAs and 13% of CGs) which may point to a lack of information transfer and knowledge about other projects. That said, trial and error is an important, and useful, component of many projects, allowing approaches to be tailored to particular local circumstances and to the learning developed in early stages of projects. This ability to change tack and adapt as projects progress may, in fact, be a marker of effectiveness rather than failure; the organic and unpredictable nature of behaviour change is such that rigid 'best practice' models may be inappropriate.

Figure 4.1 Link between project approaches, best practice and theory



A fifth of CGs also believe they are developing and testing completely new approaches. Again, this may be a reflection of the lack of information transfer and knowledge about other projects rather than an indication of the degree of innovation within the sector. The telephone interviews indeed revealed much interest from community-based projects in having access to a database of community-based projects in the waste sector.

4.3.2 Behaviour change objectives

One of the interests of the research was to examine the extent to which CBBC projects have moved/are moving beyond straightforward awareness raising objectives to tackle some of the aspects flagged as important in the behaviour change and social marketing literature – such as helping people to develop a belief that their actions count, facilitating social learning, bringing groups together to provide peer support, or providing reward and feedback to participants. Examples are provided in Table 4.2.

Table 4.2: Behaviour Change Approaches	
Approach	Example
Increase awareness/knowledge of waste	Finstock Recycling , a community recycling initiative instigated by residents of the Oxfordshire village of Finstock (around 2,500 inhabitants) organised numerous awareness-raising events such as swap shops for larger reusable items such as bicycles and TV sets, a 'Wild Waste' show and participated in village fetes and fairs. The group also produced an 'A-Z of how to Reduce, Reuse and Recycle locally' in partnership with Charlbury Area Waste Action Group. Five hundred reusable cloth bags were produced, which were given out free to local residents and neighbouring villages and sold at fairs and local shops.
Increase awareness of consequences of unsustainable waste behaviours	The What a Waste project by Medway and Swale Groundwork invites local pupils and their teachers to come and visit their mini-landfill site to observe changes in rubbish. The project also promotes local produce and the composting of fruit/lunchbox waste. Compost is then re-used to enhance school grounds.
Increase awareness/knowledge of personal actions	The Pilands Wood Recycling and Waste Minimisation Project led by Eastleigh Council is based on educating residents about recycling and waste prevention and providing hands-on advice. In September 2006, a 'traffic light system' for monitoring recycling performance was rolled out. All kerbside recycling bins were fitted with stickers on the inside of the lid (to ensure confidentiality), which show three sets of traffic lights. For a six-week period, recycling bins will be inspected every fortnight to assess the quality of the materials placed in them and to determine the level of contamination. The findings are recorded and residents are given feedback via the traffic light sticker, which is marked according to the three ratings: green for 'acceptable', amber for 'satisfactory' and red for 'highly contaminated'. Information on how to improve their recycling performance is also provided. Households failing to improve over the course of the monitoring period are visited by the project officer and offered personal recycling and waste minimisation advice. This is supported by community-based 'surgeries' where residents can have questions answered by a community worker. The concept was initially developed by Portsmouth City Council, but adapted for this project.
Provide a new service or facility to enable people to recycle more	Estates Door-to-Door Recycling, Camden Borough Council: door-to-door recycling in hard-to-reach communities. Green Cones in schools, Harrogate Borough Council: the objective of this initiative is to try and reduce the impact of waste fruit from the government initiative - fruit for schools - and to use the cones as a means of diverting the waste fruit from landfill. The Change Project, Nappy Laundry Service: The project offers weekly nappy collections. The rate is discounted for parents on benefits.

<p>Signpost participants to existing services</p>	<p>The Don't Let Adur Go To Waste - Let's Sort It! Project by Adur District Council included a doorstepping campaign to raise awareness of local recycling services/facilities.</p> <p>Small Changes, Big Differences, Hampshire County Council: The project provides participants with a reuse, repair & recycle services directory. Participants are also set monthly waste prevention challenges and are supported by signposting to helpful websites or suppliers (e.g. for wormeries).</p>
<p>Facilitate a self-learning process</p>	<p>The 'Be the Change' Sustainable school programme by Peace Child International encourages schoolchildren to sign pledges to change their lifestyle. The pledges rank from simple everyday actions such as recycling and composting, buying locally grown food or travelling by bike or on foot to greater commitments such as changing to a vegetarian diet or volunteering for an environmental organisation. Pupils monitor their progress for a month with their teachers' help.</p> <p>The Community Recyclers Scheme run by Guildford Borough Council was initiated following findings from focus groups and telephone surveys which showed that people responded well to peer pressure i.e. if my neighbour does it I'll do it. The borough therefore recruited volunteer "street leaders". In the beginning these community champions were simply meant to encourage people to put out their recyclables on time but then the scheme took on a momentum of its own. The community aspect of this project enables it to be a social learning scheme through the various networking opportunities and events it offers. The main aim of these events is to get people to talk to and learn from each other. At these events, community recyclers can not only bounce ideas around but also copy projects to their area.</p>
<p>Demonstrate sustainable waste behaviour in practice</p>	<p>The general aim of the Compost Initiative by ECO-Active Education is to demonstrate the value of composting to residents in Hackney. Volunteers worked with local schools in Hackney primarily through weekly one-hour after school activities. Activities included setting up garden clubs, developing on-site composting facilities, visiting the council and holding fund raising events.</p>
<p>Provide personal rewards for sustainable waste behaviours</p>	<p>The Recycling Pledge Scheme in Sefton Metropolitan Borough Council distributed 'surprise' prizes that were donated and given out to those that were recycling every month. One particular example was a tour of Liverpool FC, which generated a lot of publicity, after which there was an increase in the number of pledges being made.</p> <p>The Don't Bin It, Win It Project by BAN Waste in Newcastle provides incentives to recycle. There is a lottery style draw for households each time they recycle during an 8 week period</p>
<p>Provide feedback to participants about performance</p>	<p>Get on the Greenside, Vital Regeneration: The project aimed to increase the estate community's participation in recycling. This is done through involving residents in deciding the location and design of recycling facilities and by improving the general environment. Feedback is given to residents through a waste barometer located above recycling facilities.</p>

<p>Bring communities together to tackle issues collectively</p>	<p>Emerge, in Manchester, came into existence when locals got together in the late 90s to oppose a new incinerator, instead advocating alternatives like recycling. They won their campaign, having started up a paid for kerbside collection service, and the Council invited them to extend this with local government subsidies to make it a free collection. It eventually served 60,000 households.</p> <p>The MAGIC (Manningham & Girdlington Inspired Communities) project by the Bradford Environmental Action Trust started by trying to improve the appearance of the district by assisting the local community to carry out environmental clean ups. This step preceded a doorstepping exercise aiming to increase participation in recycling.</p>
<p>Source: Electronic and Telephone Surveys, Case studies, June-November 2006, Brook Lyndhurst</p>	

Results from the electronic survey suggest that awareness raising is still a primary objective of CBBC projects, more so general knowledge of waste issues (76%) and actions people can take (80%), than the consequences of unsustainable waste behaviour (52%). Providing services (51%) and signposting to existing services (61%) are also important activities.

Fewer projects are either facilitating learning processes (32%), bringing communities together to tackle waste as a group (43%), demonstrating sustainable waste activity in practice (36%), or providing rewards or feedback (both 26%). This last finding is perhaps worrying, as feedback is flagged in the literature as potentially one of the most effective means of shifting social norms and personal engagement (see, for example, the Surrey Scholar Case study).

There further seems to be a distinction between CGs and LAs, with LAs more likely to choose approaches that are likely to yield 'quick wins'. For example, LAs are more likely to use incentives to change behaviours (32% provide personal rewards for sustainable waste behaviours compared to 17% of CGs). This may also be a reflection of the recent availability of funding to LAs for incentives schemes through Defra (which have been evaluated elsewhere¹⁵).

In contrast, CGs are more likely to put a greater emphasis on the education aspect of their work and on promoting a sense of personal responsibility. Two of the most common objectives of projects led by CGs are indeed to educate the public by increasing awareness of personal actions and of the consequences of unsustainable waste behaviours (which they are more likely to do than LAs). More than 40% are also involved in demonstrating sustainable behaviour in practice (compared to 32% of LA projects).

4.3.3 Behaviour change tools in CBBC projects

The survey and interviews identified the means through which projects are pursuing these objectives, and categorised activities within each of the '4Es' areas (Figure 4.2):

- Enable – people can be helped to make responsible choices by giving them access to services and information on how to use those services. This area comprises marketing/PR activities as well as the provision of new or extended services. Results from the electronic survey showed that a large majority of both LAs and CGs use leaflets and advertising/PR campaigns in local media to promote their activities, often alongside other engagement methods. Around 30% of both LAs and CGs surveyed are also involved in providing a new recycling collection service.
- Encourage – this area includes techniques to encourage behaviour change either by educating the public and/or by providing incentives. Behaviour change tools used by community-based projects to encourage behaviour change include doorstepping, rewards, feedback. Relatively more LAs tend to use doorstepping and rewards as a behaviour change tool, reflecting their relatively greater involvement in recycling collections.
- Engage – this is the area in which personal values, identity and social norms are addressed. Such approaches are also concerned with trying to break habits and ensuring community ownership of projects. Champions are popular ways to engage communities with both LAs and CGs with more than 30% relying to some extent on champions to pass on the message. However, the definition of a champion seems to

¹⁵ AEAT, "Evaluation of Local Authority Experience of Operating Household Waste Incentive Schemes", 2005

be rather 'loose' and can include volunteers or people cited in promotional materials as examples of best practice.

"We don't have formal champions. During the pilot, when we identified a problem, we approached the people who had pointed it out and asked them to help resolve it. We then used this as an example of best practice." Conwy Borough Council, reported using champions in the survey.

Working with established community services and community groups is also a popular way to engage with the community for both LAs and CGs, although CGs are more likely to do so than LAs (60% and 39% respectively). Of the 52 organisations working with intermediaries, they were working/had worked with the following :

- Two-thirds with schools
- 44% with faith groups, and the same percentage with older people
- A third with services for low income households, and the same with youth groups
- A quarter with maternity services
- 13% with sport or leisure clubs
- And a third with unspecified other groups

LAs were more likely to work with schools and older people's groups (most likely reflecting existing links); community groups were more likely to work with maternity services and services for low income families.

Community outreach and building community trust is also an important component of some CBBC approaches, for example:

- The ContinYou nappy project in Warwickshire mentioned the need to win the commitment and trust of fathers in Asian families as husbands are very influential.
- The MAGIC (Manningham & Girdlington Inspired Communities) project by the Bradford Environmental Action Trust started by trying to improve the appearance of the district by assisting the local community to carry out environmental clean ups. This step preceded a doorstepping exercise aiming to increase participation in recycling.
- The Pilands Wood Recycling and Waste Minimisation project led by Eastleigh Borough Council was also set up to build trust and a sense of empowerment in the local community before moving on to enforcement of recycling practice and warnings on contamination of collections (see Case Studies report).

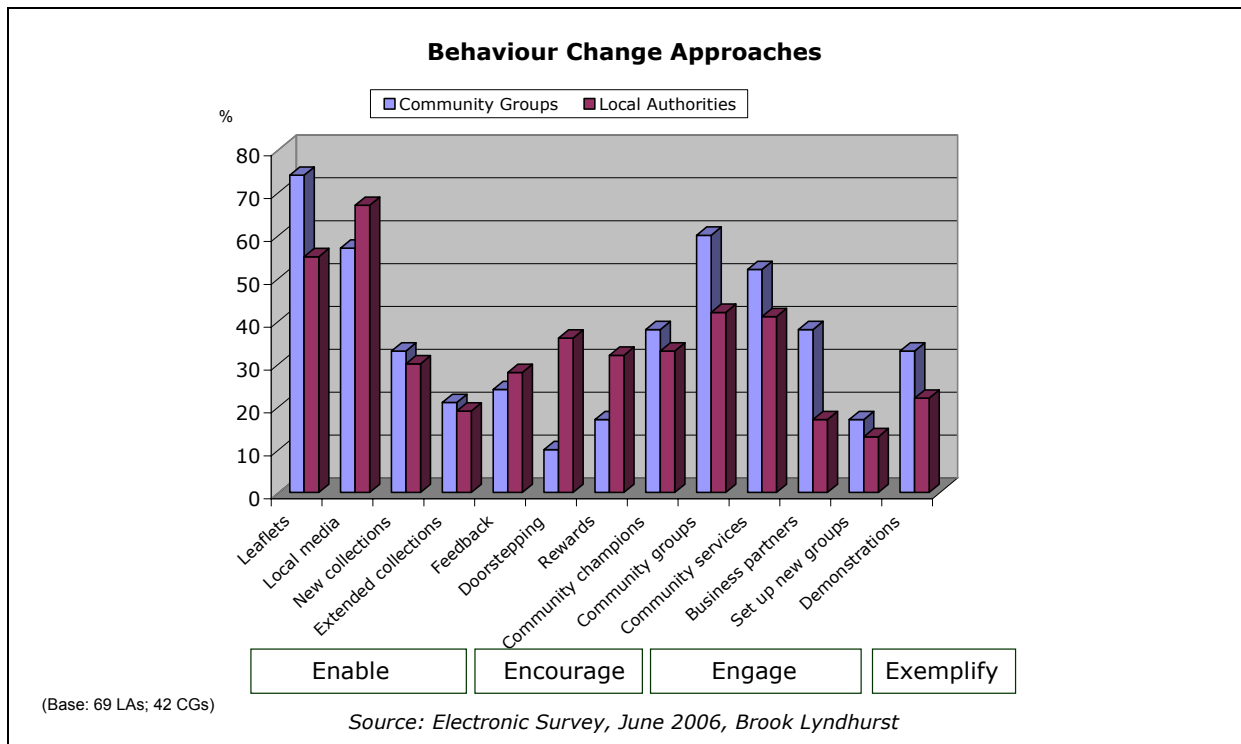
Anecdotally, word of mouth is also an important method of engagement for some of these projects, especially with projects engaging school children. For example, the interviewee from the All Saints Recycling Project Cliffe and Cliffe Woods Recycling Project believes that working with school children is an effective way to change behaviour because she has some anecdotal evidence that parents are being told off by their children for not recycling. This confirms the fact that many projects see their role as 'seeding' sustainable behaviour within communities.

A small number of projects are also seeking to 'seed' sustainable waste behaviour through the facilitation or set up of local community waste action groups, or sustainable living groups – e.g. LB Hounslow's funding and support for waste action groups; Dorset County Council's aspiration to set up CAGs as part of its waste

minimisation strategy; Wiltshire Wildlife Trust’s Climate Friendly Communities (see Case Studies report).

- **Exemplify – ‘seeing is believing’.** Some projects set up demonstration facilities to show communities what sustainable behaviour looks like. For example, a number of community composting or home composting schemes use champions to demonstrate sustainable behaviour in their local communities. The Master Composters Programme by Cambridgeshire County Council, for example, involves volunteers giving demonstrations to friends and neighbours and at stands at public events.

Figure 4.2 Behaviour change and the ‘4Es’



4.3.4 Frequency and depth of engagement

One of the arguments for using community engagement approaches to change behaviour is that it involves direct face-to-face contact and, preferably, on-going contact with the same participants to chip away at entrenched habits and norms. We explored in the primary research the extent to which this is happening in CBBC projects, and in which types of delivery model (additional detail of particular approaches is provided in the Case Studies report).

Almost half of both LAs and CGs report they are having continuous engagement with participants which, at first glance, appears encouraging (Table 4.3). Reviewing the list of projects that responded to the electronic survey, however, it appears that most projects which are ongoing (including recycling collections or nappy projects) believe they have continuous engagement with participants. Indeed, further probing in the telephone interviews, revealed that many organisations (including CGs) which perceive themselves to be having “continuous engagement”, in fact, have a rolling programme of engagement with different participants (albeit on a continuous basis) rather than repeat contact over and over again *with the same participants* as envisaged in the behaviour change and policy literature.

Table 4.3 Depth of engagement		
	LAs	CGs
One-off contact	17%	10%
Initial plus single follow-up	5%	10%
Initial contact plus several follow-ups	20%	30%
Continuous engagement*	44%	46%
Don't know/other	14%	4%
Source: Electronic Survey, June 2006, Brook Lyndhurst * see text for explanation		

Projects which are actually having continuous engagement with their participants through **deep community engagement** methods include:

- Projects that are trying to raise recycling participation/rates by involving the community in making decisions about the service (rather than through doorstepping only). For example, the overall aim of the Get on the Greenside project by Vital Regeneration is to improve an existing service in high-rise estates in Westminster. To do so, the service is to be tailored to meet the needs of individual blocks. Residents are therefore being involved in deciding the location and the design of their recycling facility. This gives residents a degree of ownership of the service. The message is being reinforced through waste education in local schools and with a waste barometer above each recycling facility to provide regular feedback.
- LA-led waste minimisation projects. For example, the Small Changes, Big Differences project by Hampshire County Council is trialling in-depth engagement approaches with a number of groups undergoing significant 'moments of change' in their life (a Defra Waste R&D project).
- Projects that require pro-active behaviours from their participants. For example:
 - The South Gloucestershire Community Compost Project, run by the Recycling Consortium, requires community members to bring their own green waste to the community composting site. The social aspect of the project also seems to be an essential pull factor encouraging local community members to have continuous engagement with the project.

"They [community members] now enjoy the community compost sites where they can chat and discuss the intricacies of compost production. They feel they own a part of the site, they are proud of the sites and contribute to the tidiness of the site, they enjoy the compost that is made and recycle other materials from the sites eg plant swaps, fire wood logs wood chips. They also like attending social events like the annual Christmas tree chipping day." South Gloucestershire Community Compost Project, Recycling Consortium

- Global Action Plan also encourages pro-active behaviours from their eco-teams participants. Each participant has to attend monthly meetings and to report on progress by measuring their waste, energy and water usage.
- Similarly, the 'What not to Waste Project' led by Waste Watch/Recycle Western Riverside followed up 16 households over a period of 4 months. These households were visited 5 times by the project support officer, benefited from a day's training in composting and went out on two site visits (a landfill site and a Material Recycling Facility). On each visit, the officer would set a challenge to the household who then had to report on the outcome on their subsequent visit.

Only 13% of respondents reported to have a one-off contact with participants. This type of contact is mainly associated with doorstepping campaigns but could also include nappy advice schemes delivered through maternity services.

Initial contact plus single follow-up later in the project is also a type of engagement associated with doorstepping campaigns, but also with nappy projects and projects aiming at promoting home composting, for example.

School-based waste education projects tend to have an initial contact with the schools plus several follow-up contacts. This is also the case in some nappy projects and some home composting projects. In the case of the latter two, follow-up contacts usually happen at the participants' request whereas projects tend to ask schools for the opportunity to have further contacts with them.

Interestingly, we identified a few doorstepping projects which have involved an initial contact plus several follow-up contacts. For example, the Kerbit Wrap 2 project by Manchester City Council, involved a relatively large doorstepping campaign (40,000 residents were spoken to) and some residents were contacted several times over the two years of the project. However, this is a relatively expensive project (£201,000-£300,000) compared to more usual doorstepping projects which average around £30,000-£50,000. Indeed, the greater the number of contacts with participants, the more labour-intensive the project is and therefore the more expensive. Manchester City Council did achieve a 64% increase in recycling with this project, indicating that this type of contact may be costly on this sort of scale, but is also effective.

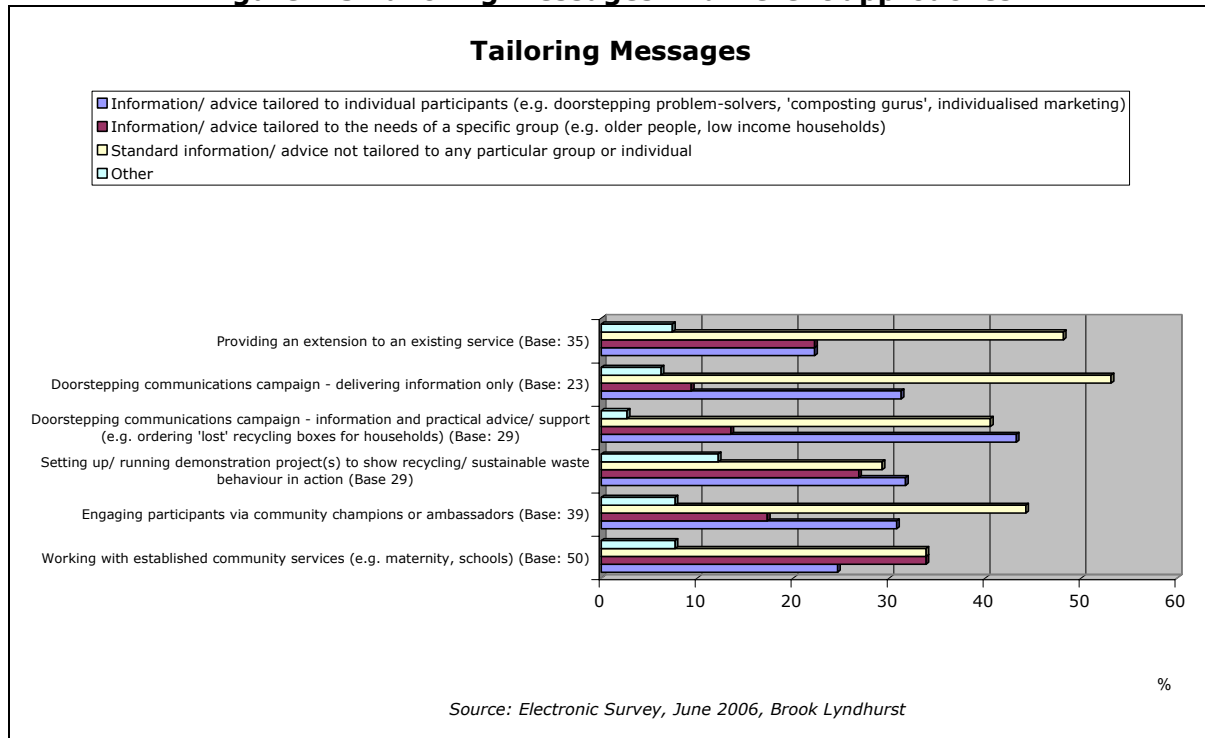
4.3.5 Tailoring the message

In Section 4.2, we raised a concern that because many community-based projects target the community as a whole, they may not have a very good understanding of their audience. This is confirmed by the fact that more than half of the respondents to the electronic survey reported not to tailor information to any particular group. Only a third of both LAs and CGs are targeting the information given to individual participants or to the needs of a specific group.

The message is also more likely to be tailored when the project involves a doorstepping campaign providing practical advice/support or when community services such as schools or maternity services are involved.

“Activities are always differentiated according to age and ability. Also usually talk to the teacher before each session to gauge whether certain approaches will work.” The Compost Initiative, ECOActive Education

Figure 4.3 Tailoring messages in different approaches



Some organisations who did not tailor their message to the local audience have realised that this may not be the most cost-effective way to run projects but blame this approach on time and funding pressure. Indeed, few organisations can afford to undertake formative research before the funding comes through. And yet, once funding has been approved, the project has to start on its implementation phase straight away. This is often due to the short-term nature of funding streams in the past.

"The broad brush canvassing was possibly not as cost effective [as it could have been]. It only worked very well when tailored to the local population." Kerbit Wrap 2, Manchester City Council

Tailoring the message therefore seems to be very much the outcome of a trial and error process as some projects have tailored their message to reflect their experience with their target group. There is indeed growing evidence that:

- Projects are moving away from promoting their activities as being 'worthy' towards emphasising how the activities promoted are relevant to each individual. For example, a number of nappy projects are now emphasising the financial benefits of using washable nappies rather than the environmental benefits.

"We have refined our message with each iteration. We've had to focus on the cost comparison rather than the environment, telling people that it's only 13p each and you don't have to cart those bloody nappies around." Real Nappy Laundry Service, Made in Barnsley

- Projects are encouraging the take-up of their activities in a positive, non-judgemental manner. Some projects focus on promoting their message positively, emphasising the importance of small changes to people's lifestyles without trying to make them feel guilty if they cannot go 'all the way'.

Interestingly, project leaders were fairly unanimous that repeated contact with households and direct and personalised engagement are the two major key success factors in changing behaviour. This apparent contradiction between intimate conviction and what takes place on the ground, however, reflects the gap between what is seen as ideal practice and what is feasible in practice given the financial resources available and, for some projects, the size of the audience they are trying to reach.

4.3.6 Effectiveness through community 'ownership'

A number of projects mention the effectiveness of community owned and led engagement approaches in reaching individuals who would not necessarily respond to council-led initiatives. For example, East Dorset County Council chose to use community champions to promote their message as they *'wanted to engage with people on a different level without the stigma of working for the Council'*. They also believed that *'neutral persons might be more successful in engaging with the community.'*

Projects using deep engagement approaches are also more likely to help break barriers as such engagement allows the development of relationships between participants and those involved in delivering a project. Concerns are indeed more likely to be raised with someone known and trusted than with someone turning up once on the doorstep. The credibility of a project is also enhanced if those who deliver the project can show that they have gone through the process of changing their own behaviour and can relate to difficulties experienced by their audience.

For local authorities, the corollary of community engagement is that at some point, ownership has to be handed over to the community for the project to be self-sustaining. This indeed ensures continued interest from volunteers engaged in the project. The more volunteers are interested in the topics they tackle, the more enthusiastic they are likely to be when doing their work with the community. This also means that they will be more likely to identify and address barriers faced by the community appropriately.

For example:

- Community volunteers who participated in the Community Recyclers Scheme run by Guildford Borough Council were given a briefing as to the objectives of the scheme but then ownership of the scheme was essentially handed over to them. This project has since grown organically. Whilst the initial aim was to increase participation in kerbside recycling, the focus has now shifted to lifestyle changes.
- Dorset Council Council is similarly hoping to provoke the formation of community waste action groups (CWAGs) towards the end of its waste prevention engagement project funded through Defra Waste R&D (WRT 264)
- The London Borough of Hounslow helped set up a CWAG in the Brentford area in the borough which has since become independent. A CWAG in another area of the borough supports the council (at little/no cost) on activities such as monitoring kerbside recycling participation and promoting a junk mail campaign.

4.4 Potential for replicability or transferability

The research looked at the extent to which CBBC approaches have been replicated so far, and projects' own views on the potential for further replication.

Some of the CBBC approaches covered in the research are better established in practice than others, and some are by nature easier to replicate than others. Doorstepping and some waste minimisation approaches are, for example, well known and supported by

best practice guidance¹⁶ ¹⁷; sustainable living action groups (e.g. GAP's eco-teams) and community waste action groups are either newer and/or less well documented.

In terms of ease of replication, less intensive activities to support recycling services (doorstepping again, or one-off community-based composting/nappy events) seem more straightforward than deep engagement models, which require the establishment of new, functioning, social relationships, and which differ from place to place depending on the nature of target audiences.

Although many projects believe they are mostly using approaches developed by their own organisation, we established above that the core aspect of many community-based projects throughout the country is actually similar. Community-based projects are innovative in the way they deliver activities, not necessarily in the activities themselves.

We found relatively little evidence of direct replication (except of one-off doorstepping campaigns). Some projects reported local 'creep', in that neighbouring authorities or nearby organisations either had copied their approach or expressed an interest in doing so. The national NGOs, perhaps, have more capacity to roll out their models in new places, and with new audiences – GAP, for example, is trialling the eco-teams model in 'hard-to-reach' communities and in workplaces, thereby extending its reach beyond those who are already interested in environmental issues.

When asked about the potential for replication of their approaches, many projects were positive about the opportunities, subject to a number of caveats. The following were key observations made about the potential for replication:

- There is no guarantee that approaches which have worked in one place, or with a particular target audience will automatically work elsewhere – because communities vary in character, as do the personalities of the people on which partnerships and social networks are built. It is difficult to generalise from the responses of one particular target population, and especially so given the lack of audience profiling highlighted above. Most projects expected there would need to be an element of trial and error in applying their model elsewhere and an element of tailoring would be inevitable.

"There is no guarantee [how a group will behave]." For example, Sidmouth, which has a relatively elderly but affluent population, has been difficult to engage, whilst Dunkeswell, which has an elderly but less affluent population and has been much easier to engage." Otter Rotters

"It's a case of targeting marketing. You need to take core lessons and apply them in a local way." A local authority

- There is a difference between replicating activities and upscaling activities. As pointed out by many community projects, deep engagement activities are manageable as long as they are carried out on a small scale. This is because they involve building and maintaining relationships with local partners and participants as well as relatively

¹⁶ WRAP, *Monitoring and Evaluation of recycling communications campaigns*, 2005; includes advice on doorstepping campaigns as well as other waste minimisation activities

¹⁷ NRW, *Waste Prevention Toolkit*, Part B Specific Waste Prevention Activities, 2004; provides advice on how to set up different types of waste minimisation schemes and gives ideas on how to evaluate the success of these schemes in terms of bringing about behaviour change.

intensive contact with participants. It would not be possible to upscale such activities in many community organisations without losing the very features that ensure the success of such projects, including the fact that people can engage more easily with projects addressing immediately local issues. The major issue related to replicating such projects is to find people/organisations willing to take on and develop such projects in their local area.

- Projects do not always have the opportunity to expand or roll out their activities – a few projects complained that funders tend to favour novelty so it was not always easy to find funding to repeat or expand existing approaches.
- A large amount of embedded knowledge exists within organisations who have trialled 'deep engagement' projects for waste or sustainable development and this needs to be capitalised upon. Several projects commented that they would be able to reduce per capita costs if they ran the same model again, now that they could reap economies of scale on development costs (including their own skills) or cut out elements that had not worked as well first time round. In our view, this knowledge needs to be captured and shared more comprehensively.

"Yes, definitely. The engagement would have to be adjusted to be less intensive though to reduce the capital input required. But savings could be made on the equipment provided to participants, e.g. free compost bins and other equipment which proved not very useful/rarely used such as dual waste bins and can crushers." Waste Watch Western Riverside 'What not to Waste'

Overall, there are two key flaws in current practice in terms of enhancing replication of successful approaches: first, the grass roots and often financially constrained nature of many CBBC projects means it is hard for them to seek out information from other projects; second, no easily accessible source exists which collates information and provides detailed guidance on how to run CBBC projects (as discussed in our Interim Report).

4.5 Projects' perceptions of their impacts

The initial literature identified that there exists relatively little 'hard' data on the waste impacts of CBBC projects. In anticipation that this may also prove to be the case with projects included in the primary research, we also included questioning about projects' own perceptions of their outcomes and impacts.

Projects' success in changing behaviour is not immediately apparent when looking at how they rate themselves. While a majority of projects covered in the electronic survey are confident they are having a significant or moderate impact on waste diverted or prevented, fewer than half rate themselves as having a significant impact on any of the dimensions asked about (Figure 4.4)

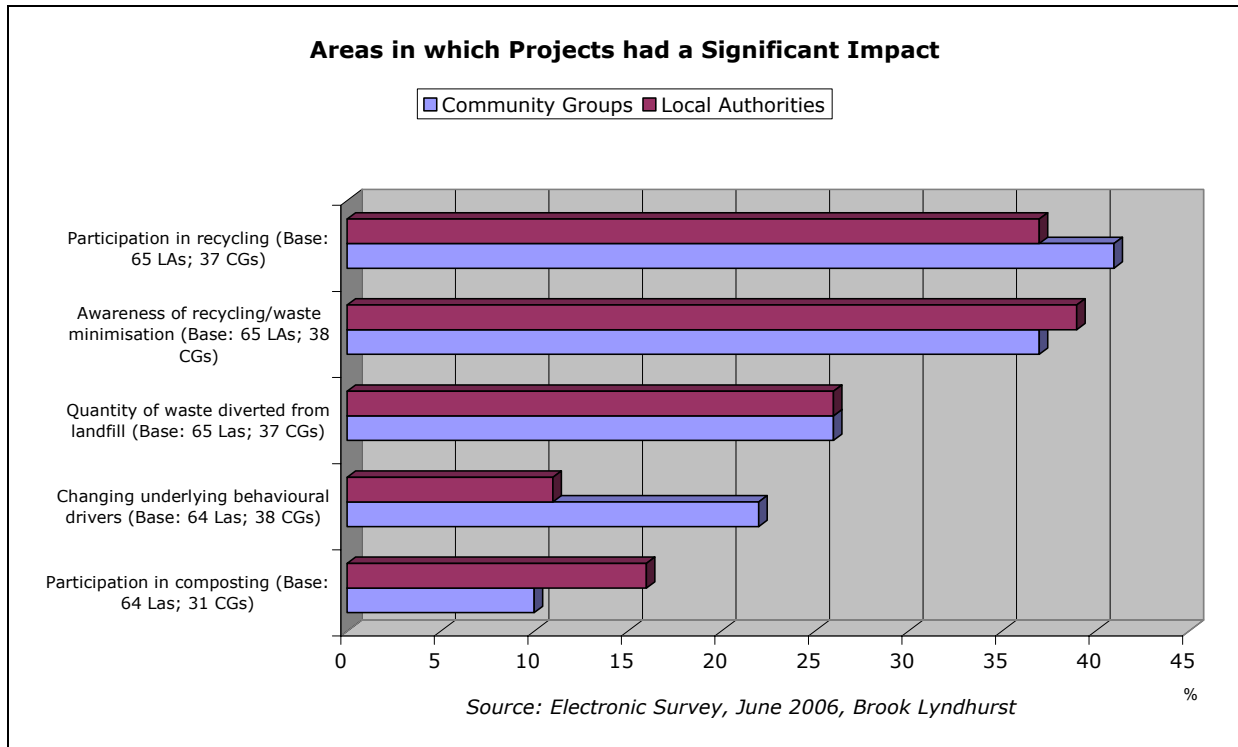
Awareness of, and participation in, recycling are the two areas in which projects believe they have the greatest impact although only around 40% in the survey think they had a significant impact in these two areas.

Only a quarter of both LA and CG projects believe they had a "significant impact" in the quantity of waste diverted from landfill.

Increasing participation in composting seems relatively more difficult with less than 20% of projects involved in this type of activity reporting a significant impact. It is interesting to note that relatively more LAs (16%) believe they have had a significant impact in increasing home composting than CGs (10%).

The reverse is true for “changing underlying behavioural drivers” (LAs 11% compared to CGs 22%), reflecting perhaps the fact that the work of CGs is geared towards long-term behaviour changes rather than ‘quick wins’ (as outlined in section 4.3 above).

Figure 4.4 Projects’ perceptions of their impacts



Unsurprisingly, the activities which seem to be guaranteed to have multiple impacts on awareness, participation in recycling and composting, underlying behavioural drivers and tonnages of waste diverted from landfill are the introduction of a new recycling collection service or of an extension to an existing collection service (Table 4.4). Working with local businesses also appears to be relatively successful in raising awareness, changing underlying behavioural drivers and diverting waste from landfill.

Doorstepping projects that include provision of practical advice and support and more general communication campaigns are deemed to be most successful in increasing participation in recycling.

Setting up and running demonstration projects to show recycling/sustainable waste behaviour in action also appears to be an activity which can have a significant impact in raising awareness, changing underlying behavioural drivers and increasing participation in composting.

The greatest impact of deep community engagement activities - such as working with community services and facilitating the development of new community groups that can develop their own sustainable waste activities - is likely to be on awareness, underlying behavioural drivers and participation in composting. It is interesting to note that very few of the projects that used community champions have rated their impact as “significant” in any of the areas considered. As we saw earlier, at least some of the projects deploying champions do not see immediate tonnage diversion as high a priority as building trust and individual capacity for behaviour change.

In contrast, activities associated with enabling households to recycle (providing a recycling service and information on how to use the service provided) are most likely to rate themselves as having an impact on tonnages of waste diverted from landfill.

Table 4.4: Relationship between activity and impact		
Area	Activity	% of projects involved in the activity that reported significant impact
Project has had significant impact on awareness of recycling/ waste minimisation amongst participants	Working with local businesses	50
	Providing a new recycling collection service	49
	Providing an extension to an existing service	45
	Facilitating the development of new community groups to develop their own sustainable waste activities	44
	Setting up/ running demonstration project(s) to show recycling/ sustainable waste behaviour in action	41
Project has had significant impact on changing underlying behavioural drivers amongst participants	Working with established community groups or social clubs	41
	Working with local businesses	25
	Facilitating the development of new community groups to develop their own sustainable waste activities	25
	Providing a new recycling collection service	23
	Setting up/ running demonstration project(s) to show recycling/ sustainable waste behaviour in action	21
Project has had significant impact on participation in recycling amongst participants	Working with established community groups or social clubs	20
	Providing a new recycling collection service	66
	Doorstepping communications campaign - information and practical advice/ support (e.g. ordering 'lost' recycling boxes for households)	52
	Working with local businesses	46
	Providing an extension to an existing service	41
Project has had significant impact on participation in composting amongst participants	Leaflet campaign	41
	Doorstepping communications campaign - delivering information only	22
	Setting up/ running demonstration project(s) to show recycling/ sustainable waste behaviour in action	21
	Facilitating the development of new community groups to develop their own sustainable waste activities	19
	Providing an extension to an existing service	18
Project has had significant impact on quantity of waste diverted from landfill amongst participants	Working with established community groups or social clubs	17
	Working with local businesses	39
	Providing a new recycling collection service	37
	Providing an extension to an existing service	36
	Doorstepping communications campaign - information and practical advice/ support (e.g. ordering 'lost' recycling boxes for households)	31
	Doorstepping communications campaign - delivering information only	30
<i>Overall Base Activity: LA (69); CG 42</i>		
<i>Source: Electronic survey, June 2006, Brook Lyndhurst</i>		

Providing information and advice tailored to individual participants appears to be most important for projects aiming at raising participation in composting. Indeed, more than half of the projects that reported a significant impact in raising composting participation had provided tailored information and advice.

Interestingly, tailored messages do not seem to be playing a crucial role in changing underlying behavioural drivers, with less than 15% of the projects that reported significant impact in that area, having done so. However, relatively few projects report significant impact in changing underlying behavioural drivers and they would perhaps be more successful if they did provide tailored advice.

4.6 Projects' estimates of waste diverted

Only just over half of the projects surveyed (including in the qualitative interviews) were able to provide quantitative estimates of either participation or diversion, with further numerical data available from a number of reports included in the literature review. Overall, only around 1 in 5 of those surveyed were capturing weight data directly. In all other cases, 'impact' and 'effectiveness' was reported qualitatively.

Taking the quantitative data that is available, we explored whether impact or effectiveness benchmarks could be established – for example, tonnes per household, or £ per tonne or household. We have concluded that the existing data are neither sufficiently robust, nor sufficiently extensive, nor sufficiently comparable, to be able to derive such benchmark indicators. (The exception is doorstepping for recycling collections for which there are already established industry rules of thumb which are broadly confirmed by this research).

The very wide range of project sizes, delivery models, and behaviour change tools in use make comparability an especially difficult issue to resolve. Moreover, the fact that many of the more innovative behaviour change projects (and especially the 'sustainable living' projects) are relatively new means that many of them have not yet generated data on impact.

We have therefore taken the view that it would be dangerous to generalise from the data collected in this research as to (a) how much waste can be diverted/prevented by any particular approach or tool, and (b) the cost effectiveness of different approaches.

To illustrate that essential non-comparability of the data available, we have presented figures in the table below as reported by the projects (additional information is provided where possible for case study projects in the Case Studies report). We have only included here the projects that measured their impact quantitatively for ease of comparison. We have also included, where possible, the size of the project (both in financial terms and in terms of the audience) and the duration of the project.

As can be seen, the impact of the different projects seems to vary greatly from one project to another. However, it is not possible to draw conclusions on the impact of the projects looking at tonnages only as:

- Projects also undertake a number of awareness raising and complementary activities that may slowly help change behaviours but do not translate directly into tonnages;
- Some behaviour change approaches may be more labour-intensive (and therefore more expensive) but may lead to more significant changes in behaviour in the long term;
- Although we know from the literature that 'seeding' is an important part of many community-based projects, it is not possible to measure quantitatively the trickle effect of raising the project participants' awareness both on other environmental areas and in their social networks;
- Success is generally measured at the end of the project whilst behaviour change may take longer to occur. None of the projects we talked to mentioned going back to the communities they had been involved in to measure their impact in the long term.

Table 4.5: Behaviour Change Success – Example of Projects						
Organisation	Project	Type of Engagement	Cost of project*	Duration of Project	Target audience	Success**
Aberdeen Forward	Aberdeen Eco-Challenge	To provide each participating household with the opportunity to change their lifestyles and become more sustainable, particularly in terms help and advice on the three issues of waste, energy and transport.	£51,000-£100,000	2 years	92 households	The weekly weight of waste to landfill declined significantly in both communities from an average total of 16.11Kg to 6.04Kg per week. This represents a 63% reduction in household waste going to landfill. Composting participation increased from 31% to 46%. The number of items regularly being recycled increased from 5.85 to 12.54 items per person.
Aberdeenshire Housing and Social Work Dept	Can Do Community Recycling	Collection of metal cans, foil and plastic bottles from about 150 households and 240 businesses	£51,000 - £100,000	N/A	"As many as possible"	Tonnes diverted through recycling/composting: 48 (2005-06)
Blooming Bottoms Ltd	Blooming Bottoms	A wide range of waste minimisation activities	£201,000-£300,000	36 months	N/A	Tonnes diverted through recycling/composting: 2,000 Tonnes diverted through waste prevention: 4,000
Braintree District Council	High Diversion Recycling Communication Campaign	Doorstepping communications campaign	£151,000-£200,000	18 months	30,000 households, 1,700 engaged face-to-face	Tonnes diverted through recycling/composting: 1,116 Tonnes avoided through waste prevention: unknown but they believe they had some impact

Buchan Countryside Group/ Aberdeenshire Council	The Village Initiative	Tackling behaviour modification with regard to waste minimisation in rural-based households.	N/A	3 years	50 households	There was an 89% reduction in residual waste arisings over the three years in which the project ran. Residual arisings fell from 18kg per household per week to 1.45kg per household per fortnight.
Changeworks	Edinburgh and Lothians Real Nappy Project	Washable nappies	£101,000 - £150,000	3 years	Approx 1,000	Tonnes avoided through waste prevention: 235 between April 2005 and March 2006
ContinYou	Cotton On to Cotton Nappies	Washable nappies		36 months	N/A	Have to divert 2,250 tonnes in three years. They have currently converted 948 parents – accounting for 64% of their target. (Evaluation report due in Sept/Oct 2007)
Conwy County Council	Kerbside Recycling (Green Waste)	Green waste recycling	N/A	N/A	55,000 households	Tonnes diverted through recycling/composting: 4,000 per annum
CRAFT		Provision of affordable household goods to people on benefit or low income	£151,000-£200,000	3 years	Whole population of Ceredigion	Tonnes diverted through recycling/composting: 200 per annum
Ealing Borough Council	Door knocking survey	Door-knocking to inform local population about a new kerbside service and to raise awareness on recycling and waste minimisation	£151,000-£200,000	12 months	20,000 households, 4 community groups	Tonnes diverted through recycling/composting: circa 900

Friends of St Nicholas Fields	York Rotters	Home composting	£30,000	3 years	2,000 households per annum	Tonnes diverted through recycling/composting: 392 for a 1 year period
Global Action Plan	Eco-teams	Groups of roughly 6 to 8 participants (recruited either from the same neighbourhood, through workplaces, or through existing social groups) meet together for an hour and a half long facilitated group discussion every month for 4 months. The sessions are held in one of the participants homes and each meeting concentrates on a different lifestyle area.	Around £200 per team	Since 1999	70 teams	Average reduction in total waste arisings: 20% per team. Average increase in recycling: 8% per team.
Highland Real Nappy Project	Real Nappy Project	Washable nappies	£31,000-£50,000	6 years	600 households	Tonnes avoided through waste prevention: 30+ per annum
Kingston and Merton Nappy Network	Real Life Nappies	Washable nappies	£31,000-£50,000	18 months	100 individuals through public institutions 100 individuals through community groups 500 through public sector institutions 1,000 other	Tonnes avoided through waste prevention: 350

London Borough of Southwark	Home Composting Project	Waste prevention activity: promoting home composting	N/A	N/A	3,200 households 50 schools	Tonnes diverted through waste prevention: 422 per annum
Maldon District Council	Waste Away Challenge	Volunteer households were asked to complete tasks (Big Brother Style) month by month, moving from designing their own ideal recycling arrangements - through home composting and reusing goods around the home - to 'waste aware' shopping	N/A	5 months	9 households	Total arisings fell from 127kg/HH to 109 kg/HH. Only 18% of total waste arisings by weight went to landfill.
Mid-Devon District Council	Kerbside Recycling Partnership	Dry Recycling Collection	More than £300,000	More than 3 years	24,500 households 45 public institutions	Tonnes diverted through recycling/composting: 4,000 per annum
Ross-shire Waste Action Network	Waste-free households	Volunteer support programme to 100 volunteer households in their effort to become as close to waste free as possible	N/A	N/A	100 volunteers	Landfill decreased by 58% and this decrease had been sustained Total waste arisings (including home reuse, composting and burning) down by 22% Total waste arisings (using same formula as local authority [landfill + recycling]) down by 39% Recycling rate increased from 35% to 49% (using local authority formula) Composting rates increased from 51% to 77% of all organic waste
Sefton Metropolitan Borough Council	Recycling Pledge Scheme	Pledges in schools	Less than £30,000	6 months	140 schools	900 pledges in 140 schools. <i>'We were a little disappointed considering the size of the school population'</i>
South Gloucestershire Community Compost Project	Community composting	Composting gurus, doorstepping	N/A	3 years	6,000 to 8,000 households per site 5-10 community groups 400 businesses	Tonnes diverted through recycling/composting: 18,000 Tonnes avoided through waste prevention: 10,000

					20 public sector institutions	
South Hams District Council	Organic Waste Collection	New recycling service	£151,000-£200,000	18 months	N/A	Tonnes diverted through recycling/composting: 3,457
The Seymour Trust	Romanway Recycling Village	New recycling services	£51,000 - £100,000	N/A	500 households 250 businesses	Tonnes diverted through recycling/composting: 10,000 Tonnes avoided through waste prevention: 15,000 Probably over 5 years
WasteWatch/Western Riverside		Waste minimisation		4 months	14 participating households	Tonnes avoided through waste prevention: 60kg per week for all 14 households
*as reported in the electronic survey						
**as reported by projects – not verified independently						
<i>Source: Literature review(See Appendix 3 for reference to Aberdeen Forward, Buchan Countryside Group, Global Action Plan, Maldon District Council and Ross-shire Action Network), Electronic and Telephone Surveys, Case studies, June-November 2006, Brook Lyndhurst</i>						

4.7 Summary – key success factors

Projects have identified a number of factors that are crucial to ensure that the messages are understood and most importantly, translate into behaviour changes. Most of these factors have already been hinted at in previous sections of this report. They are summarised below:

- Conducting formative research to inform the development of approaches, messages and materials.
- Market segmentation and targeted information are also quoted as key success factors – despite the fact that the majority of projects do not do that at present.
- Building a sense of community inclusion so that participants feel like partners rather than subjects in processes of change.
- Working with or through trusted intermediaries.
- Striking a balance between defining a clear role for volunteers and giving them scope to pursue their own passions.
- The message needs to be continuously repeated. Some projects also suggested that generic waste awareness/action messages should be supplemented with targeted information for the more 'aware' residents.
- Projects must be able to adjust their message to the feedback they get from participants. This supposes communication channels are open at all time. There also needs to be sufficient contact with participants at key times to allow this feedback.

"We listen to what people have to say and get involved locally. We will go to tenants & residents association meetings. That's the difference between ourselves and a public or private service." A community group

"...get the project team to meet the participants so that they can put a face to your name and they feel happier then talking to you, encourage two-way communications and regular feedback (both ways) and show that you are listening to them, support provision of information with practical solutions like trips away and professional speakers." A local authority

- The message must be kept simple not to confuse participants. Message should be non-judgmental and positive.
- Projects also recommended using different communication methods at the same time to ensure the message is reinforced and to address the fact that people respond differently to different forms of communication.
- Making sure that project activities complement other initiatives which are happening locally, and that project messages make the most of calls to action coming from other sources (e.g. where local authorities are running large scale campaigns).
- Making sure the 'offer' (whether service or advice) is consistent and reliable; in particular, ensuring that education which seeks to change behaviour is backed up by access to facilities which allow people to participate.
- Projects must ensure that it is easy for individuals to adopt the recommended behaviour. A step-by-step change can be suggested if necessary.

"[It is important to] maintain contact. Drip feed information. Litter Free Schools – Spelthorne Borough Council

- Flexibility – individuals' behaviour change 'journeys' and processes of social learning are unpredictable so projects need to be able to respond to what they learn about their audience as engagement progresses. This also means that projects need time to build momentum.

5 Evaluation and Monitoring

This section looks at the way community-based projects approach evaluation and monitoring. It starts by summarising what a best practice evaluation would look like (as reflected in the literature reviewed in Phase 1, including best practice guidance) before looking at how community-based projects actually approach evaluation and monitoring.

5.1 Best Practice

5.1.1 Types of Evaluation

Toolkits and other resources advocate three types of evaluations: formative evaluations, process evaluations and evaluations of outcomes.

- **Formative evaluations**

This type of research can include audience analysis (Who needs or wants the service? Who cares about the issue under consideration? How can they be reached?) and pre-testing (Did people understand? Is the information accurate, attractive, credible?). It could also be argued that pilot projects are in effect formative evaluations as in theory they are followed by wider roll-outs of services.

- **Process evaluations**

The objective of process evaluations is to learn from the delivery process in terms of efficiency, effectiveness, equity, quality and management process. These evaluations are usually undertaken at the end of a project.

Another aim of process evaluations is to help reflect on whether the planning of the project was adequate and appropriate to the task(s) undertaken. In addition, such an evaluation is useful to determine the cost effectiveness of the approach and whether the timeline decided upon at the outset was suitable to achieve the targets.

- **Evaluations of outcomes**

- *Behaviour change outcomes*

Although such evaluations are usually undertaken as part of the end-of-project evaluation, it is useful to draw a distinction between measuring *outputs* (process evaluations) and measuring *outcomes*. Outcomes are the intended results of undertaking an activity. For example, behaviour change outcomes of community waste projects can include the change in waste generation per household as a result of running a communications campaign, willingness to change behaviour among target audience and number of households participating in a recycling round.

When measuring behaviour change outcomes, it is also advisable to validate self-reported and qualitative measures (e.g. household survey about participation in a scheme) with objective ones (e.g. kg of waste per household).

Another issue is whether the evaluation looks at the *process through which behaviour change outcomes occur*. According to Atkins¹⁸, this is a fundamental failing of most evaluations. He argues that evaluations usually lack a clearly defined 'theory of change', i.e. they do not set out how programme and evaluation stakeholders believe specific programme components will lead to anticipated outcomes in their target populations.

¹⁸12-Step Evaluations, Presentation, Health Communication Evaluations, The Health Communication Unit, University of Toronto

By setting out a 'theory of change' and measuring outcomes by relating activities to each component of that theory, it would also be easier to attribute success/failure to specific parts of the programme. This would be useful when trying to unpick successes in order to replicate it. However, behaviour change is clearly a complex area and attribution is far from straightforward.

- *Wider outcomes*

In their review of the community waste projects, Luckin & Sharp¹⁹ point out that these projects also have important environmental and socio-economic outcomes. Socio-economic impacts of community waste projects can be measured by looking at the number of jobs created, the number of qualifications gained by trainees and the number of people helped into employment. Examining the supply chain can also help determine the impact of the project on the local economy.

5.1.2 Evaluation Best Practice

The literature review undertaken in the first part of this research project identified a number of factors that define a successful evaluation technique as well as lessons learnt from past evaluations.

Techniques

Evaluation techniques that provided the clearest indicators of change and measured impact were found to include one or more of the following characteristics:

- ***The evaluation is built in at the beginning or is the purpose of the project (e.g. research projects/trials)***

This is the most crucial factor. As mentioned in the previous section, evaluations that are built in at the beginning of the project are most likely to give meaningful results. From the outset, evaluators have to think about each stage of the project, the expected outcomes and the delivery process. By building in the evaluation at the beginning of a project it is also easier to set targets and objectives that can be measured as this forces the measurement process to be defined as part of the evaluation technique. Otherwise (and this is sometimes the case) projects may belatedly find that it is not feasible to measure their target outcomes and have to opt for weaker proxies instead.

- ***Evaluation budget***

The published evidence provides virtually no information on how much the evaluations cost, nor how they were budgeted for within projects. One lesson that is not discussed at length in any of the project evaluations - but that we believe is central to the gaps in the evidence-base - relates to the competing demands that evaluation places on organisations or projects that may be running on tight or small budgets. Anecdotal evidence indicates that funding for evaluation purposes may not often be earmarked at the beginning of the project despite the fact that evaluations can be very resource-intensive.

- ***Evaluation 'fit for purpose'***

Another lesson learnt is that evaluations need to be 'fit for purpose'. They should not take over the project or require a disproportionate amount of resources – both in terms of time and money. Only one of the reports reviewed, *'An Evaluation Resource for*

¹⁹ *Sustainable Development in Practice Community Waste Projects in the UK*, D. Luckin & L. Sharp, University of Bradford.

*Healthy Living Centres*²⁰, estimated the amount of resources that should be devoted to evaluation. According to this report, evaluation should be around 10% of the running costs. This should cover staff time, development of research tools, data collection, analysis and dissemination. The report also gives pointers on how to try and reduce costs by involving:

- The users of the service. This will also encourage participation and capacity building.
- Partners. They are another possible source of expertise and support in carrying out evaluations.
- Local educational institutions. They can be a source of low-cost labour (e.g. student-administered surveys)

A further aspect of the 'fit for purpose' question is the distinction between evaluation for accountability purposes and evaluation to help research and transferability. We will come back to this point in Section 6.

Measurement Issues

A number of measurement issues also need to be considered when devising an evaluation as they cannot only make the difference between a successful and failed evaluation, but these measurement issues are also important to ensure that lessons on the transferability of projects can be learnt.

- ***Baseline***

Although many project evaluations do not mention whether a baseline assessment was undertaken before launching a scheme, it is clear that a rather large number of projects in the literature review did not undertake such an assessment.

- ***Use common sense when designing and carrying out surveys***

This may be obvious but it is important to remember that there can be several stages in the evaluation. Respondents may therefore suffer from 'research' fatigue and the techniques used need to take this into account to ensure that the findings are accurate reflections of participants' attitudes.

- ***Large samples for robust statistical analysis***

Where possible, large samples need to be used to ensure robust statistical analysis of the findings can be carried out. Admittedly, this is something smaller projects may struggle with, either because the number of beneficiaries is not large enough to be able to derive 'significant' results or because of funding constraints.

- ***Target audience***

Many community-based projects target a specific audience. Some of those that do not target any particular audience may, nonetheless, attract particular kinds of participants (e.g. the more motivated), and this needs to be factored in when interpreting evaluation findings. This is particularly important if these projects are pilots as different groups may need to be evaluated using different methods.

- ***Validation of findings***

Validation of findings is an important success factor for any evaluation technique. Some toolkits and guides in fact recommend using a mix of techniques so that results can be checked against each other. This can be done either by:

²⁰ *An Evaluation Resource for Healthy Living Centres*, J. Meyrick & P. Sinkler for HEA

- Using both self-reported and objective measures of participation in a scheme. This is most likely to be the case in evaluations of local authority communication campaigns although many of these campaigns measure total tonnages diverted but do not relate these figures to self-reported participation in a scheme;
- using cross-comparisons between questionnaire responses or diary-prompted recall interviews; and
- evaluating a project by talking both to beneficiaries and project managers. This method is most likely to be used in programme evaluations rather than project evaluations.

- **Measure of wider outcomes**

Since the focus is on community-based projects, it is important to note that a number of schemes have also attempted to assess social outcomes. Many of these projects have indeed contributed to developing the social fabric of the local community.

Capturing these 'soft' outcomes often requires qualitative rather than quantitative assessment. Not all of the evaluations where qualitative research had been used could be regarded as examples of good practice and it is important to remember there are as many pitfalls in this type of research as with quantitative techniques. Issues flagged by the literature review include: poor recruitment practices; over-generalisation from qualitative data; over-ambitious questioning (e.g. asking people to gauge the personal impact of a project a long time after they had participated).

- **Measuring long-term impact**

Evaluations most often occur at the end of a project in order to show funders how budgets have been spent, the project outputs and outcomes. However, in the field of behaviour change, outcomes may not be immediate. Yet, very few projects try to evaluate their long-term impact. Beyond funding issues associated with carrying out research beyond the scope of a project, it is also difficult to identify ex-participants of a scheme in light of the Data Protection Act.

In the field of behaviour change, it is also important to measure long-term impact for two reasons:

- Behaviour change may occur as a result of a particular activity but may not be sustained in the long term. Very few projects, if any, measure the longevity of impact; and
- Behaviour change in one area may, in time, be translated into other areas. We did not come across a published evaluation that considered the transferability of a particular behaviour.

- **Important to consider external and contextual factors**

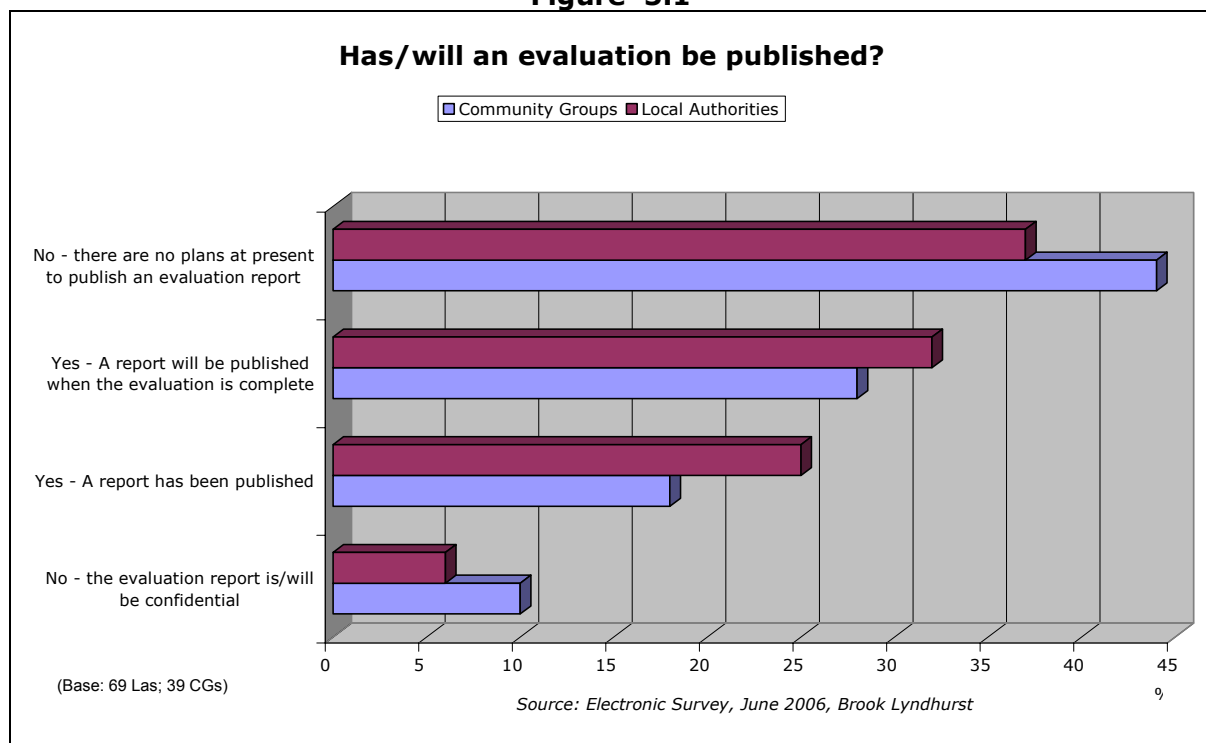
Perennial issues associated with evaluation include attribution, diversion and displacement. Clearly, communities are subject to a whole range of external influences which are likely to affect their attitudes and behaviours. Evaluations therefore need to account for what impact the project is having over and above any change which is happening anyway as a result of other factors (e.g. the national Recycle Now campaign). Setting up control groups is therefore perceived as good practice in the evaluation of behaviour change projects. This can help measure the specific impact of a project.

5.2 Evaluation practice and issues

A (small) majority of community-based projects have undertaken an evaluation or are in the process or doing so, even though the proportions of projects who have no plans to publish an evaluation report is relatively high (37% of LAs projects and 44% of CG projects). A further 6% of LAs and 10% of CGs intend to keep their evaluations confidential. In this context, there is only limited scope for information sharing and it represents little improvement from the situation we found in tracking down previously conducted evaluations for the literature review.

It is also quite revealing that only a quarter of LA-initiated projects and 18% of CG projects have already published an evaluation report. Relatively more projects – both LA- and CG-initiated – are in the process of undertaking the evaluation. This reflects the fact that most of those who responded to the survey are only part way through their funded projects and it will be a year or so before considerably more data emerges – especially on the ‘sustainable lifestyles’ type approaches (see information to date in the Case Studies report).

Figure 5.1



Both the electronic and telephone surveys confirmed our findings from the literature review:

- There is no common approach to evaluations, although an increasing number of projects tend to use WRAP’s Monitoring and Evaluation toolkit²¹;
- Projects tend to use a wide variety of methodologies and measurement techniques.

²¹ *Improving the Performance of Waste Diversion Schemes A Good Practice Guide to Monitoring and Evaluation*, WRAP, 2006

The surveys also revealed a number of evaluation-related issues that are discussed below:

- Evaluation is not always a priority: as shown in Figure 5.1 and outlined above.
- When evaluating impact, projects need to be aware of the audience's starting point: 60% of projects did not carry out a baseline assessment of participants' attitudes and behaviour before the project started. In these conditions, it is hard to see how these projects can measure the impact of their activities when they do not know about the starting point of their audience.
- Very few groups are returning to evaluate sustained behaviour change: Only 10% of CGs and 4% of LAs have undertaken a longitudinal study. None of the organisations interviewed mentioned they would be going back to measure the long term impact on behaviour change of their project. It is therefore very difficult to draw conclusions on approaches that 'work' and those that do not. Lack of funding for follow-up research is a significant reason for lack of long-term data.

"..quite difficult to establish actual impact in terms of tonnage diversion. Would like to do follow up after 6 months to one year, but lack of funding prevents this." Community nappy project

- Refer to best practice guidance on evaluation and measurement: LAs are more likely to use existing evaluation toolkits – 22% do so – than CGs – only 10% do so. This is perhaps because there are no evaluation toolkits for the waste activities undertaken by CGs. (The telephone survey showed that many CGs were aware of the WRAP toolkit).
- Over-reliance of CGs on anecdotal evidence: CGs are more likely to rely on methods such as feedback from volunteers (55%) and feedback from workshops (40%) for their evaluation. This over-reliance may be due to a lack of technical ability to evaluate behaviour change effectively or may reflect the actual difficulty of measuring behaviour change; equally, it reflects the high cost of other techniques as compared to the small budgets of some projects.
- Related to the last point is the difficulty to capture the 'diffusion effect' from community champions or similar approaches: the less physical the aims and objectives, the less tangible the results are. The less tangible the results are, the more difficult they are to measure.
- In addition, the scale of the surveys required to generate robust evidence is not appropriate for many CG projects: Only 13% of CGs undertake statistical analysis of their survey results compared to 29% of LAs. This is likely to reflect two factors: the lack of skills within CGs to do so but also the small areas/populations covered by those projects.

"On most schemes about half the time is spent on monitoring and evaluation. I understand why you have to do that, but I do feel that half the time we spend evaluating and not getting out there to make a difference." A local authority community champions project

- A minority of projects are resistant to measuring their impact – this is a difficult attitude to acknowledge but is one that was apparent in a small minority of cases. At least a few projects are happy to assert they had an impact without being able to demonstrate what it was. Some, however, are very enthusiastic and a number see measurement and feedback as a way of engaging participants (e.g. the Surrey Scholar Case Study).

"We prefer to devote our resource to doing rather than measuring (the farmer spends his time feeding the pig rather than weighing it). Obviously this is in complete contrast to the bureaucratic waste that occurs in most organisations. Participation and tonnage was guaranteed to increase, which it did". A community organisation.

"I've got no problem with reporting - I really enjoyed doing it. I found it pretty straightforward." A community organisation.

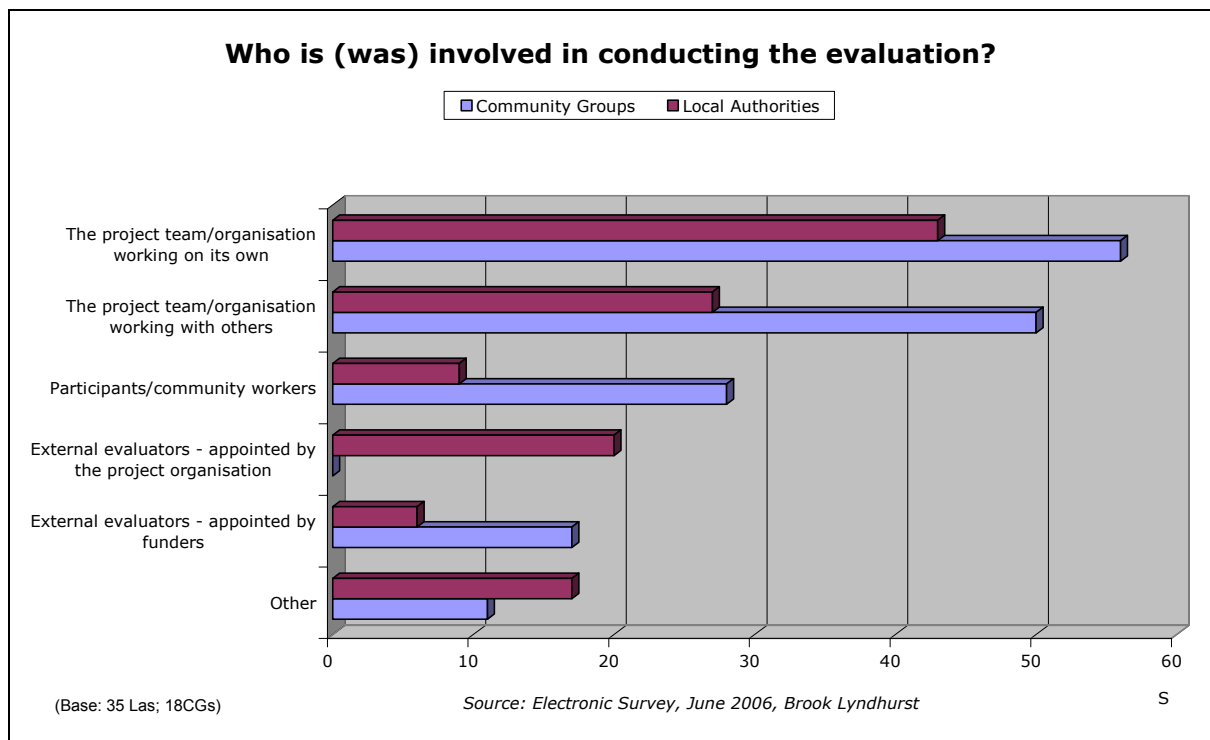
"You've got to evaluate how a project runs. All organisations would accept that that's a part of being given a huge amount of money...With a project like this, the evaluation is purely on tonnages." A community organisation

5.3 Evaluation approaches and indicators of change

5.3.1 Types of evaluation

Evaluations are not approached similarly by all projects, reflecting the different purposes of evaluations discussed in Section 5.1.1. As shown in Section 3, a large proportion of CGs receive funding from private trusts which are more likely to be concerned with how funding has been spent than with the impact of funding on the target audience. This type of evaluation is relatively less onerous, both in terms of time and financial resources, than outcome evaluations and can easily be undertaken by the project team.

Figure 5.2 Responsibility for the evaluation



Evaluations of CG projects are most likely to be undertaken by the project team or the project team working with others. A quarter of CG projects also involve participants and community workers in the evaluation.

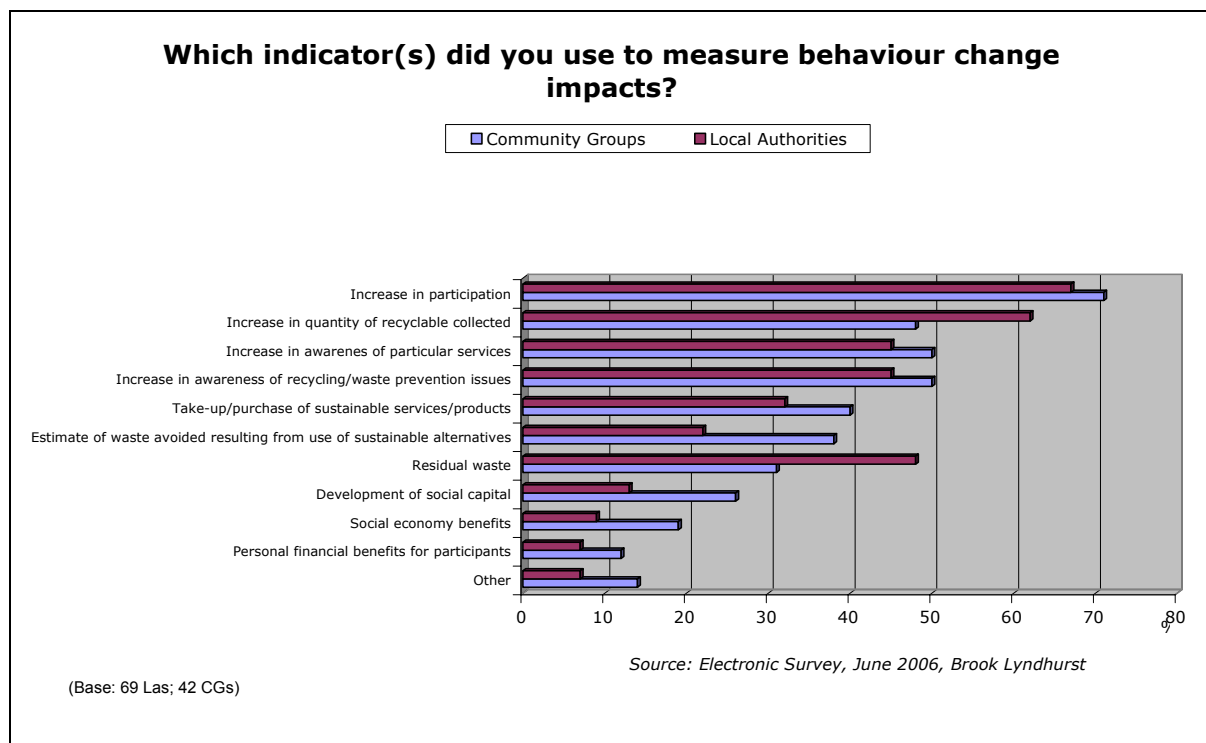
In contrast, whilst LAs also use their own team or work with other organisations on evaluations, they are more likely to delegate the evaluation to external evaluators (20% do so) than CGs (none). This may reflect the relative greater amount of funding LA projects receive but also the fact that LAs are more likely to receive funding from government programmes. These programmes usually require some form of outcome evaluation, which LAs may not be able to do themselves, hence their reliance on external evaluators.

Another way for funders to obtain the information they need regarding the impact of community-based projects is to undertake the evaluation themselves. By doing this, funders can also apply a consistent evaluation methodology across all projects. Seventeen per cent of CG projects reported that funders were taking the evaluation in charge and appointed external evaluators to evaluate the whole funding programme.

5.3.2 Indicators

Results from the electronic survey suggest that CBBC projects are collecting a wide range of data on the impacts of their projects, which generally includes a mix of quantitative and qualitative indicators.

Figure 5.3 Measurement indicators



Indicators most popular with LAs include participation, residual waste and quantities of recyclables, reflecting the need to be able to demonstrate that they are meeting recycling targets. The methodologies to measure tonnages are relatively advanced on some projects. For example, chip technology is currently being used to track individual household waste weights in a few places, although this is still at the experimental stage. In addition, almost half of LAs also measure attitudinal indicators.

CGs also use the indicators mentioned above but are also more likely to look at 'softer' indicators. Reflecting the relatively greater focus of community led projects on education and learning, awareness as well as change in claimed participation is a key

indicator for CGs. However, fewer than 1 in 3 community-led projects say they are monitoring residual waste; they are also more likely to estimate (rather than to measure) waste diverted. This reflects one of the major problems faced by CGs. Since a majority of these groups do not carry out recycling collections, they cannot objectively observe 'behaviour change'. They are therefore more likely to rely on surveys and participants' feedback (See Section 5.3.3). Slightly more projects are estimating waste avoided, reflecting the relatively greater involvement of CGs than LAs in nappy and community composting projects in the survey.

Outputs and outcomes are the two areas which are covered to a great extent in both LA and CG evaluations. The process through which behaviour change occurs (i.e. the personal and social drivers of behaviour) is rarely evaluated, although LAs are more likely to cover these to a great extent in their evaluation (14%) than CGs (6%).

Similarly, the development of indicators of social benefits arising from CBBC projects is underdeveloped (though is more advanced among community groups than LAs). Around 1 in 4 of the CGs and 1 in 10 of the LAs surveyed is measuring social capital or social economy benefits. This is a key gap in the evidence base, especially with regards to the impacts on community cohesion, well-being and neighbourliness from the deep engagement and social learning CBBC approaches which, we argued earlier are a key outcome of this type of project. Similarly, we found almost no evidence of methods designed to capture the viral, or 'seeding', impacts of this type of project. This is an opportunity for future academic or policy related research funding.

We also found evidence of a tension between an ideal wish list of what projects would like to be able to measure and what is actually feasible to measure in practice – either because of cost, or the practicability of measurement on the ground, or the intangibility of some of the dimensions of change under consideration.

"We'll have to suck it and see. If we fail, we fail. It's difficult to measure. The collection rounds don't fit with the schools - we've been looking at ways of doing things like that.. If someone could come up with an easy way of doing it... There's plenty of people who claim they can, but when you look at it..." A local authority schools project

"Behavioural change is a really difficult thing to measure. Because the education team costs so much money, the councillors are always asking us to justify it. At the moment they like us because the schools are asking us to visit them, but it's difficult to give them concrete proof of the impact we're having." A local authority schools project

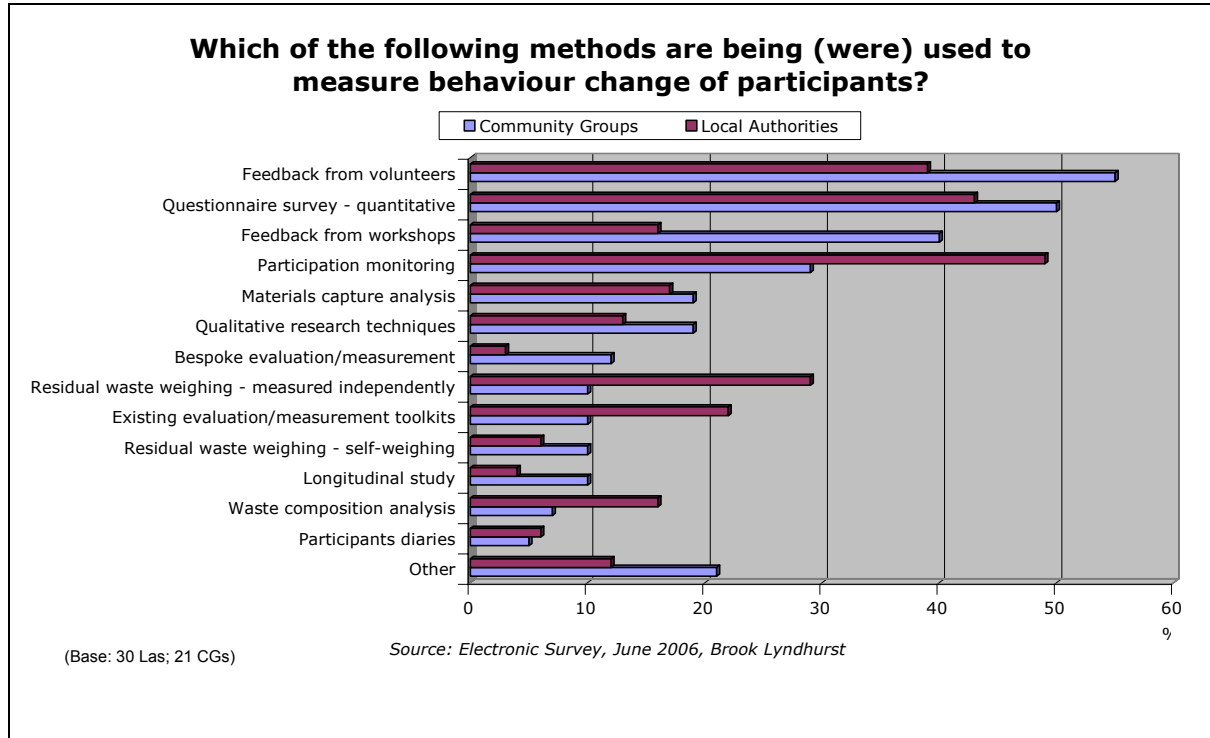
5.3.3 Measurement methods

The literature review had shown that much of the 'data' on CBBC approaches was being generated through survey work, which itself was of variable quality (some good, some weak). The primary research set out to establish the extent to which outcomes were being measured through 'hard' (usually quantitative) or 'soft' (qualitative or anecdotal) data.

- According to the electronic survey, 43% of LAs and half of community groups did/will carry out a quantitative survey.
- In LAs, this is second only to participation monitoring (49%), while CGs rely much more heavily on anecdotal feedback from volunteers and workshops (55% and 40% respectively).
- Fewer undertake formal qualitative research - 13% of LAs and 19% of CGs.

- Diaries and longitudinal study are used very rarely – even though the nature of behaviour change presents opportunities for using these techniques. This is an important gap since behaviours take time to change but not many projects will or can go back to their participants to evaluate their long-term impact.

Figure 5.4 Measurement methods



Since self-completion postal questionnaires were the most popular survey method amongst those using surveys – 59% of LAs 70% of CGs – the extent to which the samples used are representative is, perhaps, questionable. Other types of surveys (telephone, face-to-face) are more labour-intensive and therefore more costly. This may explain why they are relatively less popular. Only 30% of CGs used telephone surveys and face-to-face surveys.

The reliance on self-completion questionnaires also means that in many cases, behaviour changes are self-reported rather than measured. Some telephone interviewees were relatively sceptical about the value of surveys of declared behaviour. Many quoted the difficulty to attribute one’s actions to supposed effects and the propensity for survey respondents to ‘misrepresent’ their own actions.

"It has been fairly easy to measure impact quantitatively through waste audits. Other impacts are more difficult to capture – e.g. the attitudinal survey relies on what people say and them being truthful and not telling you what they think you want to hear. This is why home visits and waste audits were used to verify their claims." Waste Watch, What not to waste

Telephone interviews also indicated that surveys are often irregular, use different samples and do not necessarily focus on attitudes to waste and waste minimisation but look at service delivery and customer satisfaction instead. This confirms the argument we put forward following the literature review, that there is considerable scope to improve practice in the use of consumer/household survey techniques in both LA and CG waste projects. The WRAP guidance is useful here, but we think more still needs to be

done with a specific community sector behaviour change focus where the issues are often less straightforward than simply measuring participation.

Evaluation methods that involve measured changes in behaviour are relatively more popular amongst LAs. Almost half of the LAs undertake participation monitoring (29% of CGs do so) and 29% of LAs weigh residual waste (10% of CGs). Overall, around only 1 in 5 of the projects responding to the e-survey was measuring waste diverted/avoided directly. Specific difficulties associated with generating 'hard' weight data included:

- **Waste prevention** – this is part of a much wider issue in the waste sector and is not confined to community based organisations or approaches. This situation may not improve until such time as there is official guidance on measuring prevention, as a repeat of what happened previously to standardise participation rate monitoring for kerbside collection;
- **Any project which does not cover a residual or recycling collection round** – since collection rounds are the only robust source of weight data, any project which covers a different geography has to find alternatives, which frequently means self-weighing by participants or declared behaviour from surveys.
- **Measuring impacts where 'communities of interest' are the target audience** – these may be much more geographically dispersed than 'communities of location' and therefore do not lend themselves to the techniques that have been developed for use on individual waste collection rounds.

A relatively large proportion of CG projects also rely on reported changes rather than measured changes. Such methods can include feedback from volunteers (55%) and from workshops (40%) to measure behaviour change. A number of CG projects also tend to turn anecdotal evidence into proxies. This difference in methods of measurement may also reflect the different focus of LAs and CGs. CGs are indeed more likely to be involved in waste prevention activities for which quantitative methods of measurement are not readily available whilst LAs are more likely to undertake recycling activities for which a range of indicators is available (Table 5.1).

In addition, tonnage figures are often estimated and the methods used to arrive at these estimates are sometimes questionable. Although 46 survey respondents reported to be measuring the reduction in quantity of residual waste, only 19 actually provided a tonnage number. Nappy projects, especially, use varying approaches to measure waste diverted, with some assuming nappies are used all the time and others applying factors of 'usage'. Composting similarly suffers from lack of standardisation in how proxies are calculated.

It is hoped that the WRAP guidance (including the home composting model), which was often quoted in the interviews, will help bring some consistency in measurement, although some grey areas may need to be given more consideration and additional guidelines may need to be issued.

Measuring behaviour change remains a difficult endeavour and it may not be appropriate to measure the impact of every activity undertaken due to the costs involved in doing so.

It is "an accumulation of campaigns that will have the impact",
Household Waste Prevention, Dorset County Council

Table 5.1: Anecdotal Changes in Behaviour		
<i>Organisation</i>	<i>Project</i>	<i>How behaviour change is observed</i>
Eco-ACTIVE Education	Compost Initiative	They check if compost bins in different schools are being filled
Sefton Metropolitan Borough Council	Recycling Pledge Scheme	Every month, they visit 10 people from those that had pledged. The first three that actually were recycling got a prize. <i>"Some weeks we found nine out of the ten were recycling. Sometimes it was only 4."</i>
Vital Regeneration	Get on the Greenside	The behaviour change can be seen in the number of requests for recycling baskets and in the increased tonnages collected.
London Borough of Sutton / Centre of Environmental Initiatives	Recycling Champions project	Anecdotal evidence shows that contamination has reduced. They also measure recycling tonnages and do a participation survey (baseline and two follow-up surveys).
Harrogate Borough Council	Green Cones	<i>"The council does log the number of bins collected at each school and hopes this will show a fall in waste to landfill over the next year of the project. Waste is measured on the basis of an agreed collection bin volume in litres, which is converted to weight at 80g/litre. Bin lorry drivers log how many bins have been collected and how full they are."</i>
The Change Project		They measure behaviour change by looking at increased laundry use.
Bradford Environmental Action Trust	Bradford Real Nappy Project	Increased sale of nappy kits <i>"The existence of four new local nappy businesses is also an indicator of success."</i>
Creation Recycling Ltd	Creation Kerbside Collection	<i>"You can see it! The amount of recycling boxes ordered and set out, as well as the weighbridge tonnage show the success. There are always spikes in participation after education drives."</i>
Canalside Environment Group	To promote "green" issues within the local area including recycling	Indicators of behaviour change are increased attendance at events; residents joining the CAG and the mailing list. In future, they want to monitor recycling participation to gauge impact.
Groundwork Wrexham & Flintshire	Education Centre	<i>"With one scheme we went into the classroom beforehand to see how much knowledge and understanding the children had and then compared this with the results two weeks later."</i>

Source: Electronic and telephone surveys, June-July 2006, Brook Lyndhurst

5.4 Summary – key success factors

It is difficult to point to best practice in evaluation amongst the body of evidence amassed. Like the projects themselves, much of the evaluation of CBBC projects has had to be tailored to specific local circumstances or project characteristics and may, therefore, not be directly replicable elsewhere. The projects database signposts those projects which have conducted evaluations as a point of contact for those wishing to replicate particular approaches. Key factors for success, where these can be identified include:

- Build measurement arrangements in at the beginning of the project, in particular, so that a baseline assessment can be conducted against which to measure change;
- Where possible, set up control groups which are not subject to the intervention so that change can be more closely attributed to the project;
- Use best practice in the design of survey techniques – for example following the WRAP guidance;

- Where possible back up survey results with waste audits or weighing of residual wastes;
- Where possible, measure change over a long period, with repeat measurement if possible;
- Respond to feedback from volunteers and participants as the project progresses.

Indeed, many projects tend to evaluate the success of the activities undertaken through the feedback they receive from the community. However, this feedback usually focuses on the delivery of the project, not on the outcomes (i.e. individuals thought it was very useful talking to a compost guru but they do not tell them *how much* they are composting or whether this advice helped them to compost more).

However, comprehensive evaluations are few and far between and tend to be those projects that set out to demonstrate a link between a certain intervention and the outcomes. These are usually research projects in the community but are not necessarily community-led projects. For example, the Surrey Scholar Project (in the Case Studies report) specifically set out to demonstrate the link between certain types of feedback and certain groups of households (non-recyclers versus recyclers). More data will emerge from the recently completed CRED evaluation, from the Defra EAF evaluation (in 2007/8) and from the round of projects commissioned under Defra waste R&D (e.g. GAP eco-teams, Dorset CC and Hampshire CC on waste prevention).

There was a view by some projects that funding assessments should place a greater emphasis on the robustness of a scheme and less emphasis on measuring the actual behaviour change outcomes, due to the lag between intervention and potential outcomes. They suggested that good planning, the use of benchmarks and a strong awareness for widespread behaviour change should in some cases be sufficient to satisfy funders.

In addition, it was felt that evaluations should serve both the funder's and the project's purpose to be really beneficial. Some projects feel that, too often, monitoring and evaluation requirements are very onerous and that they do not receive any feedback from funders. Moreover, such evaluations may not necessarily address areas which would be most useful for organisations to decide on their next project. On the other hand, some of the telephone interviewees praised the support they had received from funders in supporting measurement and evaluation, including Defra.

On the basis of the evidence collected in this review, there is undoubtedly more scope to support better evaluation and measurement of CBBC projects, as well as better custodianship and more widespread dissemination of the knowledge collected. We return to this recommendation in Section 6.

6 Implications and Recommendations

The primary purpose of this research was to gather evidence on how community based behaviour change (CBBC) projects can enhance recycling and waste prevention activity by individuals and households.

It has explored, in particular, the 'engage' axis of the sustainable development policy 'diamond', examining how community engagement models are being used in the waste sector to unlock bad habits and get the public to engage with waste in a more sustainable way. To do this, the research looked at recycling and waste prevention projects where community engagement was a central part, whether projects are being led by community groups or by local authorities

As well as revealing the current state of the evidence base on CBBC approaches, this research has thrown up a number of questions about the strengths, weaknesses and appropriate role of such projects in the waste sector. These questions are discussed below, leading into the recommendations for Defra in section 6.2

6.1 Implications

Behaviour Change – is theory being translated into practice?

Very few projects are knowingly applying behaviour change theory or policy advice in their projects. There is clearly a gap between the thinking on behaviour change which is under way in policy and academic domains, and the ability of practitioners to consume the outputs of this thinking – whether through lack of time to access it or lack of a digestible translation to apply in practice. This feature is evident from both this research and in Brook Lyndhurst's current review of the Environmental Action Fund (EAF) for Defra.

On the other hand, 'behaviour change' is also a relatively new policy phenomenon compared to the maturity of some community groups, who may have been practising community engagement techniques for some time. Projects are, in fact, already doing many of the things that are described as desirable by the theory, and practice is already ahead of policy and best practice guidance in some instances. We have identified two areas where projects could benefit from more help, however:

- *Understanding psychological drivers and trigger points* – projects need a translation of what the key principles from theory and policy would look like as practical objectives.²²
- *Understanding target audiences* – barriers which need to be overcome here are lack of appreciation by projects that audience targeting is important and, by funders, the fact that audience profiling is very expensive.

What are the particular strengths of community based approaches?

Our primary research with projects confirms that being based in the community and being led by the community can offer unique benefits. The distinction here between "in" and "by" is important because some advantages are intrinsic to the projects being community 'owned'; others arise from the 'hands on' engagement methods used as opposed to any particular locus of control or ownership.

²² Defra CAD have produced a summary of the key insights from their recent work on behaviour change as a one page checklist. Brook Lyndhurst have similarly provided a 'behaviour change basics' checklist to Defra EAF projects which translates theoretical ideas into everyday language, with questions for projects to consider when planning activities.

Key benefits of projects being owned or led by a community group are:

- The contribution made by volunteers. In many cases this is a very significant 'in kind' financial contribution to projects. Volunteer time can make resources stretch further and, in some cases, enable services to be provided where they would otherwise not be financially viable.
- The ability to identify, and respond to, very specific local problems that might otherwise be overlooked, or a low priority, in mainstream waste plans.
- The ability to build trust and a sense of empowerment among target participants, especially disadvantaged communities (though there are also examples of where this has been done by local authorities employing community outreach workers).
- Creating peer pressure by leading through example and by being independent of official institutions.
- Passion and commitment to 'making a difference', which (arguably) may be harder to sustain or carry through in bigger, and more formal, institutions.

Key benefits of hands-on engagement are:

- Building a sense of trust and empowerment, especially where trusted intermediaries (e.g. midwives, local residents acting in an 'expert' capacity) are used;
- Face-to-face contact – making services or 'required behaviours' more visible and providing channels for answering the public's questions about their own specific barriers to change. Projects say this is most effective where there is resource available for repeat contact.

The present research is not conclusive on the community based social learning group model flagged in the SD literature (e.g. in *I will if you will*). This model is still relatively new, and there are not yet enough examples with firm evidence from which to draw conclusions.

What are the weaknesses and risks of CBBC projects?

The research identified a number of weaknesses and areas of risk, as follows:

- Lack of business or management skills in some projects, as well as lack of permanent full-time staff or high staff turnover (often due to temporary funding of posts). There is some (but not conclusive) evidence of an emerging tension between increasing professionalisation of the community sector on the one-hand and, on the other, competition for staff and being able to retain passion and a strong sense of vocation.
- Understanding of target audience – projects are sometimes undertaking activities without having a strong understanding of what motivates their target audience.
- By their nature, community-led waste projects are often small and inspired by the interests of particular individuals within the community. Projects are not always well integrated into the wider landscape of waste services in their area. We believe scope exists for greater co-ordination of community waste activity with mainstream activity in strategic waste planning.
- Models of funding for the community sector may not be working as effectively as they might, with considerable amounts of time being devoted to chasing funding. Issues highlighted in the research include:
 - short term grants;
 - constantly shifting grant regimes with different bidding, performance and reporting requirements;
 - a funding bias towards to innovation rather than continuation of proven successes;
 - lack of seedcorn funding for capital investment to expand successful projects.

At the same time, it is hard to get away from a sense that at least some community projects feel that grant funding should be theirs as of right because they exist to do good. We found only limited evidence of projects which were spotting or exploiting the commercial potential of their work and there is widespread grant dependency.

Direct funding versus commercialisation is, however, a very complex issue. For many of the community engagement activities currently being undertaken in the waste sector, it is hard to identify where there is actually a commercial opportunity, or how the cost-benefit of any one activity can be valued in isolation. In our view, the answer is not a case of either/or, and there still needs to be more debate in the policy domain about the appropriate role of community organisations, and community engagement processes, in waste management.

This research has not been able to produce robust evidence on the costs and benefits of CBBC approaches, because consistent and high quality data do not exist. Anecdotally, however, the costs for some approaches – the small-group deep engagement approaches in particular – can be high while the benefits are often too intangible to quantify or to attribute directly. The nature of this equation means that the model is not well suited to being run inside mainstream institutions, such as local authorities.

Again, this is an issue which requires more debate; in particular about whether it is possible to prioritise where community engagement approaches should be deployed for greatest effect without losing the 'bottom up' essence of community led organisations.

How can effectiveness be enhanced?

The very local nature and often very small size of CBBC projects means that a great deal of experimentation and duplication of effort is occurring. There is considerable scope to increase the level of exchange that occurs between individual projects, and from the policy/academic level to community practitioners, with the objectives of:

- Making it easier for projects to access what other projects have learned about particular engagement approaches, audiences, or measurement techniques;
- Promoting better quality, and more standardised, practice in the measurement of impact.

The current format of programme evaluation is not delivering what projects need so as to be able to learn from each other. Findings from historic programmes have not been harvested systematically; there is no common portal through which learning on CBBC approaches can be accessed (including detailed 'how to' information); and present dissemination methods – which are geared heavily to funder and academic needs – are not working very effectively or inclusively. Community waste practitioners need information of a different kind and level of detail from that which exists in the current evidence base (e.g. much more along the lines developed by WRAP for local authorities).

Are projects replicable or transferable?

The highly local and bespoke nature of CBBC is such that there may never be sufficient hard evidence to devise a risk free replicable or universal model. This is because some of the outcomes of CBBC projects are (intentionally) intangible and the response is highly dependent on the characteristics of the audience being targeted. As a result, the amounts of waste diverted/prevented through any particular model may vary significantly between different places and different audiences. Project approaches may therefore be transferable but there is no guarantee they will work in the same way with new audiences or communities.

We may have to accept there will be an element of trial and error in any particular place, as long as lessons from elsewhere have been taken on board in the design of project processes (see our assessment framework below). There is plenty of scope to improve the quality of project processes, particularly regarding appreciation of audience barriers and motivations, and the use of measurement methods.

What is the role of community based waste projects in waste strategy?

Looking strategically at the waste management sector, our overarching conclusion is that community based approaches have an important part to play in behaviour change strategies, but are unlikely to be a mainstream or cost-effective solution for diverting large tonnages from landfill quickly. In particular, the argument that the 'community action group'/'social learning' models will eventually reach a tipping point to deliver widespread change is largely unproven so far.

That said, in certain circumstances, CBBC initiatives can achieve much more than standard service approaches and can operate in niches where services are otherwise not financially viable. Pioneering approaches to waste prevention, and building trust and empowerment in 'low performing' communities, are two notable examples of where this is currently the case. CBBC approaches may also confer longer term 'slow burn' benefits by increasing the readiness of individuals to respond positively to future interventions, through gradual awareness raising and evolution of social norms.

It is especially difficult to measure the behaviour change or waste impacts of some of these 'slow burn' projects. Focusing purely on diversion will most likely undervalue their contribution; the difficulty is that we do not yet have good evidence of the contribution that these other impacts make to changing waste behaviours over time. If these types of project are seen as primarily long term engagement or education projects then (a) the metrics used to measure impact need to reflect this (b) and the tactical deployment is different (i.e. they are not primarily conceived as immediate tonnage diversion projects).

At a waste planning level, further effort needs to be devoted to joining up community action on waste with local authority-led services and awareness raising campaigns, to enhance value in both directions. In some cases, this requires more comprehensive mapping of what is happening on the ground beyond local authority provision and a less adversarial adherence to 'territories' by both parties.

6.2 Recommendations

Our recommendations cover three main themes:

- Helping CBBC projects to become more effective
- Strengthening the evidence base – fit for purpose evaluation and measurement
- The role of CBBC projects in the waste sector

i) Helping CBBC projects to become more effective

While the current evidence base is imperfect, there is enough learning which already exists to help boost the performance of community based projects. We feel strongly that the gaps are as much about sharing evidence – and the live experience of what does and doesn't work – as the need to generate more documentary review evidence. A number of actions could be developed to support the further development of CBBC projects:

- **Guiding projects towards good practice in designing project processes** – we have devised an assessment framework which could be used as a check list in developing/funding new projects (included as an Appendix). This takes into account projects' own experiences as well as themes from the behaviour change literature.
- **Supporting projects with information about other CBBC projects** – Defra should consider options for building and maintaining an open access database of CBBC projects, drawing in our project database and other work (e.g. ChangeLab, various community waste programme funds). This should also tie in with other Defra SD work streams, such as the EAF and Every Action Counts.
- **Facilitating better networking between CBBC projects** – we believe that stronger networking would foster better practice but recognise there are barriers to

participation. Defra should consider a feasibility study for an arms' length service along the lines of the Sustainable Development Research Network (funded by Defra) or ways in which behaviour change practice and research information can be better disseminated through existing networks.

- **Enhancing and signposting guidance on measurement** of waste impacts and behaviour change (covered below).

ii) **Strengthening the evidence base - fit for purpose evaluation & measurement**

In our view, the community sector needs to develop more of a 'prove it' culture - but at the same time funders should re-examine their own reporting requirements and support projects with practical guidance on easy-to-use methods for developing impact metrics.²³ These need to be tailored specifically for the skills and capacities of community sector organisations and to recognise the special nature of community engagement approaches – that is, that not all impacts are immediate or tangible.

In strengthening the evidence base on CBBC approaches, a balance needs to be struck between securing essential data on hard impacts on the one hand, and not overwhelming the delivery of small-scale grass roots projects on the other. The budgets for some CBBC projects are so small that they will never be able to generate robust or useful data, even with the best of intentions. Our suggestions on 'fit for purpose' evaluation of CBBC projects are as follows:

- Small grass roots projects should be subject to light touch evaluation. They should be encouraged to ensure that the *project processes* they are using follow good practice, and they should be required to account for outputs. Where they have sufficient resource or skill, they should be directed to measurement toolkits and – if it should be created – the database of CBBC approaches.
- Where small projects are part of a larger funding programme, more extensive evaluation and impact measurement should be undertaken centrally. This would ensure economies of scale in undertaking measurement and allow for consistency across projects. The focus should be on behaviour change impacts as much as accountability for deliverables.
- In addition, there is an argument to be made for funding a small number of CBBC projects where the rationale is specifically to generate research data on outcomes and impacts. These would have relatively large budgets; and a large proportion would be allocated to measurement, so that sophisticated and robust techniques could be used (development of the WRAP home composting model is an example). The results from these projects would help to set benchmarks for impact metrics and demonstrate which measurement techniques are most effective.

Other provisional suggestions on dealing with gaps in the evidence and learning are:

- Commissioning the development of a measurement handbook for community engagement-led waste projects (beyond what has already been done on the re-use sector) which has simple advice on measurement metrics and surveys, supported by 'how to' examples and, possibly, question banks (as is being done within the EAF programme). This should link with other Defra R&D projects on measuring the impacts of social enterprises/community waste sector (e.g. WRT318 and WRT320);
- To support this, convening a group of 'experts' with hands-on experience of measuring community engagement processes in the waste sector to exchange learning and put forward possible mechanisms for measuring the gaps identified in this report.

²³ For example, the WRAP home composting model; the best practice guidance on surveys and measurement being developed for Defra EAF projects.

- More generally and strategically by Defra's waste team and/or the WRAP evaluation team, development of measurement protocols for waste minimisation and prevention, building on existing work in this area.

Deliberations on the role of CBBC projects in the waste sector

Our final recommendations go beyond our original brief, which was to evaluate the evidence base and comment on project processes and measurement. In considering the evidence, a number of important themes emerged about the way in which CBBC projects are funded and linked together. These recommendations are more speculative than those preceding and are presented here as the basis for further deliberation by Defra and other stakeholders.

We suggest there needs to be a re-think at government level about the role of community groups in waste management given that we have concluded that community-based projects are not a mainstream solution to diverting large waste tonnages from landfill in the short term, though individually and in targeted locations they can have a significant impact.

In particular, community-based projects are working at the grassroots level to change mindsets and these activities, which may not reap tangible rewards in the short-term, are important in view of the climate change agenda. This 'seeding' impact, the very significant benefit provided by the volunteers working in community projects, and social capital benefits, need to be captured when valuing their contribution.

To date, funding for community waste projects has tended to come from closed ended, national level, challenge funds as well as piecemeal from small private trusts and charities. This approach has meant that many innovative projects have been funded; but equally co-ordination with other local interventions may not have been maximised and there has probably been a bias toward novelty rather than sustaining momentum. We suggest a more co-ordinated approach is required, whether led by Defra or Defra in partnership with other stakeholders. The 'landscape' could include:

- **An extended partnership challenge fund**, where community sector activity (existing or new groups) is funded to achieve tactical objectives as part of a wider scale, local authority-led, intervention so as to enhance the impact of both 'top down' and 'bottom up' approaches simultaneously;
- **A research and innovation fund**, designed to support the kinds of action research projects identified above. The priorities for this fund would be set by the need to fill specific data gaps (e.g. metrics on nappies, composting, wider waste prevention or sustainable living), rather than led by the current interests of community groups;
- **Continuation research funding** - aimed specifically at generating data on the long term impact of CBBC projects, in particular the 'deep engagement' models described above. The benefit of this approach would be that the expensive set-up phase of projects would already have been completed and that new money could be used to develop methods further, to produce benchmark evidence, and 'how to' knowledge that could be used more widely by practitioners. It would also address the longevity question/long-term impact measurement raised above.
- **Transferability fund** – Defra should consider whether to fund projects which can demonstrate a track record on community based behaviour change to expand their models to new areas or target audiences – either through a national programme or via devolved funding. This would help to maximise the payback from innovation pilots and capitalise on the knowledge already built in individual project teams. It would help to answer more fully questions about transferability, replicability and the feasibility of running small community led projects on a wider scale. The funding model might incorporate a reward incentive element for achieving specific behaviour change outcomes or impacts.

- Funding to support the further development/synthesis and dissemination of **good practice guidance and measurement toolkits**, and for exploring the feasibility of CBBC databases and networks, as described above.
- A rethink on how to ensure that funds are available to support the organic growth of small-scale grass roots community action on waste. One option is to make available **very small grants** (hundreds or a few thousands of pounds) **to support the expansion of grass roots groups and individual community champions**. This still leaves a gap in funding of larger scale new community groups/projects which was previously filled by funds such as CRED or the LTCS.

Further consideration needs to be given at policy level to ways in which community action or engagement might be mainstreamed within the waste sector through Local Area Agreements and the provisions of the new Local Government Act. This may need to be supported by Defra guidance to waste authorities on what scope exists, and what sorts of outcomes are amenable to this approach. If it is acknowledged that some CBBC approaches are valuable in seeding behaviour change but cannot necessarily be valued in terms of immediate tonnage impacts, then the LAAs route may provide a means of supporting this kind of grass roots activity on a sustained footing.

Appendices

APPENDIX 1 - Project Development Framework

	Main question	Sub-questions	Tips
Preparation	Have you considered who your audience is? If you have not, please state how you gain a good understanding of your audience BEFORE the project starts.	Is your approach tailored to this particular audience? If not, why not?	Have you considered if the audience: <ul style="list-style-type: none"> • cares about the issues • are aware about their individual impact • believe they should take some action • believe they are able to take action
		Do you have any experience of working with this type of audience? If not, will you be getting advice from anyone who does?	
		Will you tailor your project/messages for different parts of your audience, and if so, how?	
	What are the objectives of the project?	Are the objectives SMART?	SMART stands for specific, measurable, achievable, realistic and time limited (i.e. within a specific time frame)
		Do you have targets for each objective? If not, why not?	
	Will you be working with partners on this project? If not why not?	Who are the most suitable partners? How will they be identified and selected?	Some partnerships may be more important to the project success than others – need to be selective to ensure best use of resources.
		What will be their contribution to the project?	
Have you formed an agreement with these partners? If so, have the agreements been formalised in writing?			
How much time will be required to build these relationships?			
How much time will be required to maintain these relationships?			
	How do you intend to keep partners on board and committed? How will you communicate with them and how often?	Whose role will it be to establish and maintain these relationships? Who is your first point of contact? Consider the needs, capacity and constraints of your chosen partners	
Delivery	Do you have the necessary human resources for this project? If not, please state how this will be rectified.	Do you have a specific person devoted to leading this project?	Think about what business skills what might be needed to run the project, whether staff and volunteers will need advice or training on giving presentations or communicating with people, whether those involved in the project have the right leadership skills.
		Do you intend to recruit volunteers? If so, how and what will their role be?	
		Do your volunteers and staff need specific skills? How do you intend to ensure they have them?	
	Have you developed a business plan covering the duration of the project? If not, why not?	Have you identified possible financial risks? If not, why not? If so, how do you plan to mitigate those risks?	
		Have you assessed your likely staffing costs (recruitment, both of volunteers and full time staff, overheads, travel, etc)?	

Have you given thought to the timing of your expenditures against income?

Exit strategy	If this is a discrete, stand-alone project, do you have an exit strategy? If not, why not?	Will you need further funding to carry on these activities? If so, why and where do you anticipate this will come from?	
		Is there a need for someone else to carry on the project's work after the project has been completed? If so, what provisions have you made/will you make for this?	
	If this project will be a part or continuation of your core activities, how do you intend to continue funding these activities at the end of the project?	Do you intend to generate income sufficient to cover the expenses of the project at some point in the future? If so, please provide details of how and when.	
	If this is a pilot project, have you considered the implications of rolling out the activities undertaken on a wider scale? If not, why not?	How will it be decided whether the pilot was successful and that wider roll-out is viable?	
Please give details of the potential audience. If unknown, how will you get to know this new audience?			
Will the tailored activities/messages be applicable to your new audience?			
What is the potential cost of rolling out your project? Will there be additional costs involved to get to know the new audience?			
Will you need additional partners or secure ongoing commitment from existing partners?			
		Will you need additional funding?	
Project content	Describe the engagement activities that will be covered by the project	Where did the ideas for these come from? Have you undertaken any research to investigate the use and success of the techniques elsewhere?	
	If your project aims to change people's behaviour, do the facilities exist to cater to this new behaviour? If not, how are they going to be provided?	If new facilities are required, how will they be promoted?	<ul style="list-style-type: none"> • Provide an 'how to guide...', a helpline • Restrain access to the unsustainable alternatives
	Does the project address participants' perception of whether they can carry out a	Have you undertaken any research to establish perceptions/attitudes?	Doorstepping offering advice, helpline, demonstration projects

	particular activity? If so, describe how?		
	Does the project address participants' perception of whether it is worth doing a particular activity? If so, describe how?	How will that be communicated to your audience?	Small changes, Big difference model Feedback
	Have you considered whether there are some social barriers that may prevent your project meeting its objectives?	How do you intend to break down those barriers?	<p><i>Possible barriers might occur because:</i></p> <ul style="list-style-type: none"> • some of your audience has concerns about what others think about the activity you are encouraging or discouraging; • behaviour promoted does not fit in with the identity of some of your audience • target audience may consider themselves unable to change or have other priorities <p><i>Methods for overcoming these barriers might include:</i></p> <ul style="list-style-type: none"> • providing positive examples of the activity you are promoting • comparing an individuals' achievement with that of other members of his/her social circle or neighborhood • promoting behaviour change through meetings with people in the same social networks • provoking social competition, between neighbouring areas for instance • using community champions • providing collective benefits for taking part
	Does the project aim to help people to break undesirable habits? If so how? If not, why not?	<p>Repeated contact with an audience is thought to help break habits. What level of contact is proposed?</p> <p>How do you intend to remind people to undertake the activities you promote?</p>	<p><i>Breaking habits requires a project to:</i></p> <ul style="list-style-type: none"> • Tackle inertia • Demonstrate how an activity can be fitted into everyday life • Identify and use key moments of change, such as new jobs or children, new home • Provide tools, practical advice and information
Monitoring & evaluation	Do you have a budget for monitoring and evaluation?		
	Have you drawn up a monitoring and evaluation methodology to monitor progress and evaluate impact?		
	Will you be evaluating the success of the project against its original objectives? If not, why?	If so, what do you intend to do with the evaluation once it is complete?	<p><i>Possible reasons for conducting an evaluation might be:</i></p> <ul style="list-style-type: none"> • the project will be undertaken for research purposes • to help assess the success of the project and reconfigure it if necessary • an evaluation is a requirement of

		one or more funders
Have you conducted, or will you be conducting a baseline assessment? If not, why not?		We strongly recommend that projects complete a baseline assessment before being granted full funding.
Will the evaluation focus on: • inputs? • outputs? • outcomes?	Which indicators will you be using? How do they related to the targets attached to each objective (see Preparation section)?	
How will you be measuring these indicators?	Why will you be measuring it in this way?	Possible methods might include: • quantitative and qualitative surveys • focus groups • participant monitoring • residual waste weighing by participants or by project staff • participants' diaries Not all methods are appropriate for all audiences and there are also cost implications for each. Use of available measurement toolkits is recommended.
	If using surveys, what is the sample frame?	
	At what stages will measurement take place?	
Who will undertake the evaluation?	Will the community/ target audience be involved?	
	Would you need external advice?	
Have you got a procedure in place to periodically review the success of the project and adapt where necessary? If not, why not?	What is the feedback mechanism between staff/volunteers and project manager?	
	What is the feedback mechanism between participants and project manager?	
	Will you undertake an interim impact assessment to evaluate whether the approach used is achieving the desired behavioural outcomes?	
How are results going to be analysed?	Will you be using statistical techniques?	To what extent are: • outcomes linked to targets? • outcomes linked to outputs? • outcomes linked to inputs?
	Will you be using qualitative findings?	
	Will you be using a mix of quantitative and qualitative findings?	
Do you intend to assess the long-term impact of your project? If so, how? If not why not?		More difficult for discrete projects

APPENDIX 2 – Questionnaire and Electronic Survey Topline Results

Questionnaire

Survey background

This survey is part of a research project which Brook Lyndhurst and Waste Watch are undertaking for Defra as part of its Waste and Resources R&D programme.

The research is building an evidence base on how **community based waste prevention and recycling** projects can promote positive **behaviour change amongst individuals and households**.

The main objective of the project overall is to develop reliable evidence on:

- “how to” run behaviour change projects
- key success factors
- the impact of different approaches
- and how to measure these impacts.

The evidence gathered will be of use to waste practitioners and policy makers when developing future projects. We expect the findings to be published towards the end of this year.

We would very much value your help in contributing to this evidence base by completing the following survey. **The questionnaire will take around 20-30 minutes to fill in.**

The questionnaire is designed to capture information about individual projects rather than the general activities of your organisation. If you wish, please fill in more than one questionnaire if there are more projects you would like included in the evidence base.

Individual responses will be treated in confidence and aggregated to produce an overall analysis.

However, so that projects and organisations can learn from each other, we would like to make publicly available a list of responding projects, with some project information. The final question in the questionnaire asks for your permission for us to do this, with details of how it would be done.

SECTION 1: ORGANISATION BACKGROUND

- Q1 Organisation name
- Q2 Organisation post code
- Q3 Project title
- Q4 Respondent(s) name(s) – text box

Before asking you about your particular project, we would like to ask you for some background information about your organisation.

- Q5 Which of the following best describes your organisation....? [tick all that apply]
- Registered charity

- Company limited by guarantee
- Industrial & provident society
- Unincorporated association
- Local authority
- Other statutory organisation
- Private limited company
- Other

Q6 Approximately how many permanent staff are employed by your organisation in total?

- 1-5
- 6-10
- 11-20
- 21-50
- 51-100
- 100-250
- 250+

Q7 Would you describe your organisation as operating....? [tick all that apply]

- Nationally
- Regionally
- Locally

Section 2: Project background

We would now like to focus on the particular project mentioned at the start of the questionnaire.

Q8 When did the project start? (Write in)

- Month
- Year

Q9 For how long will (did) the project run....? (tick one only)

- Less than 6 months
- 6 – 12 months
- 13 – 18 months
- 19 – 24 months
- 24 – 36 months
- More than 36 months
- Don't know

Q10 Which of the following best describes the project? The project is/was...

- A pilot project for a larger programme
- A stand-alone project to deliver a specific outcome(s)
- A self-contained phase within an on-going programme/campaign by your organisation
- An on-going core activity of the organisation
- Other (please describe briefly)

Q11 *Is this project being delivered in partnership or collaboration with other organisations?

Q12 Which partners or other organisations are you working with/ did the project work with?

(Tick all that apply)

- Local Authority
- Regional Development Agency
- Other public sector (e.g. school, primary care trust)
- Community group
- Sector network (e.g. CRN, FRN, Community Composting Association)
- NGO (e.g. Friends of the Earth)
- University
- Local Business
- Other, Please Specify

Q13 Approximately, what was the total value of the project (including match funding)?

- Less than £30,000
- £31,000 - £50,000
- £51,000 - £100,000
- £101,000 - £150,000
- £151,000 - £200,000
- £201,000 - £300,000
- More than £300,000
- Not willing to say
- Don't know

Q14 Who contributed funding to the project? (Tick all that apply)

- Your own organisation
- Other project partners
- Regional Development Agency
- County/District Authority

- Waste Partnership Fund (Community Sector Support Package)
- Environmental Action Fund
- Other Defra Programme
- WRAP
- CRED
- Landfill Tax Credits Scheme
- A University
- Other, Please Specify

Q15 Approximately, how many staff who are directly employed by your organisation are working (worked) on this project? (Write number in box)

- Full time (30+ hrs pw)
- Part-time (8-30 hrs pw)
- Occasional (less than 8 hrs pw)
- Don't know

Q16 In addition, has the project employed/used any of the following? (Tick all that apply)

- Intermediate Labour Market (ILM) workers or other trainees
- Paid community workers
- Volunteers - from businesses
- Volunteers – individuals
- Staff or volunteers from project partner organisations
- None of the above
- Other, Please Specify

Q17 Has the project used any of the following (tick all that apply)

- External advisors - legal/accounting
- External advisors - media/marketing/PR
- External advisors - evaluation
- Other external consultants (including academic)
- None of the above
- Don't know
- Other, Please Specify

Q18 Has the project used support from other departments/ teams within your own organisation?

(tick all that apply)

- Financial/ accounting
- Legal

- Media/marketing/PR
- Data/statistics/evaluation
- Capital equipment
- None of the above
- Other, Please Specify

SECTION 3: YOUR PROJECT - BEHAVIOUR CHANGE

Q19 *Which of the following areas was/is your project mainly involved with? (Tick all that apply)

- Raising public awareness about recycling and waste prevention
- Schools-based waste education
- Waste education/ advice to businesses
- Operating household recycling collection - dry recyclables
- Operating household recycling collection - green/kitchen waste
- Operating commercial recycling collection
- Furniture or electrical goods refurbishment and re-use
- Washable nappies
- Home composting
- Community composting
- Scrapstore
- 'Smart'/low waste shopping
- 'Sustainable living' support to households
- Other recycling activity
- Other waste prevention/ minimisation activity
- Other

Q 20 Thinking about project approaches, which of the following is (did) your project use?

- Increase awareness/ knowledge of recycling and waste prevention issues generally
- Increase awareness/ knowledge of the consequences of unsustainable waste behaviours
- Increase awareness/ knowledge of the personal actions participants can take to recycle more/ reduce their waste
- Provide a new service or facility to enable people to recycle more or reduce their waste
- Signpost participants to existing services, support or practical advice
- Facilitate a self-learning process among participants
- Demonstrate sustainable waste behaviour in practice to promote learning
- Provide personal rewards for sustainable waste behaviours (e.g. financial incentives)

- Provide feedback to participants about their performances on recycling/ waste prevention
- Bring communities together to tackle waste issues collectively

Q21 Thinking about the model and approaches your project is using (has used), to what extent would you say it is...?

[A great extent; a fair extent; a little; not very much; not at all]

- Using approaches developed by your own organisation in previous projects
- Applying recommended waste sector best or good practice guidance
- Applying tried and tested community development models
Testing approaches developed from theoretical research on behaviour change
- Specifically testing elements of the "Enable, Encourage, Engage, Exemplify" framework from the UK Sustainable Development Strategy
- Developing and testing completely new approaches and methods to deliver behaviour change

Q22 If you are developing new approaches to delivering behaviour change, please provide brief details of the approach you are using.

Q23 How well informed do you feel about the ideas and lessons from the behaviour change literature (e.g. produced by Defra and others?) Would you say you are...? (Tick one)

- Very well informed
- Fairly well informed
- Not very well informed
- Not at all well informed

SECTION 4: TARGET AUDIENCE

Q24 *Are (were) the project activities aimed at the community/ local residents as a whole, or are (were) they targetted at specific groups or individuals?

- Aimed at the community as a whole
- Targeted at specific groups or individuals
- Don't know

Q25 Which of the following groups would you say is (was) the main target audience/ participants for your project? (Tick all that apply)

- Households
- Individuals
- Children/ Young people
- Community Groups
- Public sector institutions (e.g. schools/hospitals)
- Individual businesses
- Other, Please Specify

Q26 For each target audience, approximately how many participants have you (do you intend to) engage? (Write in number. Leave blank if not targeting).

- Households
- Individuals
- Children/ Young people
- Community Groups
- Public sector institutions (e.g. schools/hospitals)
- Individual businesses
- Other

Q27 How easy or difficult would you say it has been to engage your target audience or recruit participants? (Tick one)

- Very easy
- Fairly easy
- Fairly difficult
- Very difficult
- Impossible
- Don't know

Q28 What, if any, have been (were) the barriers to reaching your target audience or recruiting participants? (Write in box)

Q29 *Thinking about *how* the project sought to engage participants. Which of the following approaches, if any, are being (were) used? (Tick all that apply)

- Providing a new recycling collection service
- Providing an extension to an existing service
- Leaflet campaign
- Advertising/ PR campaign in the local media
- Doorstepping communications campaign - delivering information only
- Doorstepping communications campaign - information and practical advice/ support (e.g. ordering 'lost' recycling boxes for households)
- Setting up/ running demonstration project(s) to show recycling/ sustainable waste behaviour in action
- Working with established community services (e.g. maternity, schools)
- Working with established community groups or social clubs
- Working with local businesses
- Facilitating the development of new community groups to develop their own sustainable waste activities
- Other, Please Specify

Q30 Thinking now about the extent to which information/advice is tailored to the characteristics of participants, which of the following best characterises the approach in your project?

- Information/ advice tailored to individual participants (e.g. doorstepping problem-solvers, 'composting gurus', individualised marketing)
- Information/ advice tailored to the needs of a specific group (e.g. older people, low income households)
- Standard information/ advice not tailored to any particular group or individual
- Other, Please Specify

Q31 Which of the following, if any, best describes the level of contact which the project has (had) with participants? (Tick one)

- One-off contact
- Initial contact plus single follow-up later in the project
- Initial contact plus several follow-up occasions during project
- Continuous engagement with participants
- Don't know
- Other, Please Specify

Q32 What would you say are the key lessons learned from your project on how to engage participants or change behaviour?

SECTION 5: PROJECT BEHAVIOUR CHANGE IMPACT, MONITORING AND MEASUREMENT

Q33 *Has/ will an evaluation be published? (Tick one)

- Yes - a report has been published
- Yes - a report will be published when the evaluation is completed
- No - the evaluation report is/ will be confidential
- No - there are no plans at present to produce an evaluation report

Q34 To what extent, if at all, are the following aspects of the project covered by the evaluation? (a great extent, a fair extent, not very much, not at all)

- Inputs (e.g. staff, funding, equipment)
- Outputs (e.g. spending, events, leaflets, kerbside boxes, participants seen)
Outcomes (e.g. change in residual waste quantities, change in participation, take-up of alternative products)
- Delivery model success factors
- Behaviour change processes (e.g. personal & social drivers of behaviour, including psychological factors)

Q35 Who is (was) involved in conducting the evaluation?

- The project team/organisation working on its own
- The project team/organisation working with others
- External evaluators – appointed by the project organisation
- External evaluators – appointed by funders
- Participants/community workers

- Other, Please Specify

Q36 *Did you carry out a baseline assessment of participants' attitudes and behaviour before project activities started? (Tick one)

YES/NO

Q37 Briefly, what did you include in your baseline assessment?

Q38 *Which, if any, of the following indicators did/is/will the project be using to measure behaviour change impacts?

- Increase in awareness of recycling/waste prevention issues
- Increase in awareness of particular services
- Increase in knowledge of specific actions participants can take to increase recycling/reduce their own waste
- Media reach (e.g. web hits, Opportunities to See, Advertising Value Equivalent)
- Increase in participation (e.g. recycling or composting)
- Increase in quantity of recyclables collected
- Reduction in quantity of residual waste
- Take-up/purchase of sustainable services or products (e.g. nappies, compost bins)
- Estimate of waste avoided resulting from use of sustainable alternatives (e.g. nappies, home compost bins)
- Social economy benefits (e.g. jobs for ILM workers, support for low income families)
- Development of community social capital (e.g. networks, social groups)
- Personal financial benefits for participants
- Other, Please Specify

Q39 *Which of the following methods are being (were) used to measure behaviour change of participants? (Tick all that apply)

- Questionnaire survey(s) – quantitative
- Qualitative research techniques – focus groups, in depth interviews etc
- Longitudinal study – monitoring individual participants over the life of the project
- Participant diaries
- Feedback from volunteers, community champions etc
- Feedback from workshops
- Participation monitoring (via observation)
- Residual waste weighing – self-weighing by participants
- Residual waste weighing – measured independently (e.g. collection round
- Materials capture analysis
- Waste composition analysis
- Existing evaluation/measurement toolkits (e.g. WRAP, NRWF)
- Bespoke evaluation/measurement toolkits developed specifically for this project
- Other, Please Specify

Q40 Did measurement of the project's impact use any of the following...?(tick all that apply)

- Comparisons with control groups or areas which have not been engaged in the project
- Comparisons with benchmarks from other data sets or case studies
- Statistical analysis
- Behavioural/key drivers analysis]
- None of the above
- Don't know

Q41 How would you rate the impact your project has had on your target audience/participants in relation to...?
(a significant impact, a moderate impact, a small impact, very little/ no impact, too early to say, not applicable, don't know)

- Awareness of recycling/waste minimisation
- Changing underlying behavioural drivers
- Participation in recycling
- Participation in composting
- Quantity of waste diverted from landfill

SECTION 6: SHARING LESSONS

We are hoping to compile a database of community based recycling and waste prevention projects that can be searched by other practitioners who would like to find out more about what others are doing, or have done successfully.

Q42 *Would you be willing to share the information collected in this questionnaire in this way?

YES/NO

Q43 Do you have any other comments you would like to make?

Electronic Survey Topline Results

Which of the following best describes your organisation? (Multiple responses possible)		
	Local Authority (69 respondents)	Community (42 respondents)
Registered Charity	1 1.4%	19 45%
Company Limited by guarantee	0 0%	20 48%
Industrial and provident society	0 0%	0 0%
Unincorporated Association	0 0%	2 8%
Local Authority	69 100%	0 0%
Other Statutory organisation	0 0%	0 0%
Private Limited company	0 0%	0 0%
Other	0 0%	15 38%

Approximately how many permanent staff are employed by your organisation?		
	Local Authority (69 respondents)	Community (38 respondents)
1-5	0 0%	16 42%
6-10	0 0%	5 13%
11-20	2 3%	9 24%
21-50	3 4%	6 16%
51-100	2 3%	2 5%
101-250	8 12%	0 0%
250+	54 78%	0 0%

Would you describe your organisation as operating nationally, regionally or locally? (Multiple responses possible)		
	Local Authority (69 respondents)	Community (42 respondents)
Nationally	1 1.4%	8 19%
Regionally	11 16%	8 19%
Locally	65 94%	31 74%

Section 2: Project Background

For how long will your project run?		
	Local Authority (68 respondents)	Community (42 respondents)
Less than 6 months	6 9%	0 0%
6-12 months	7 10%	4 10%
13-18 months	6 9%	1 2%
19-24 months	4 6%	2 5%
25-36 months	7 10%	11 26%
More than 36 months	29 43%	22 52%
Don't know	9 13%	2 5%

Which of the following best describes the project?		
	Local Authority (69 respondents)	Community (42 respondents)
A pilot project for a larger programme	11 16%	6 14%
A stand alone project to deliver a specific outcome(s)	19 27%	11 26%
A self-contained phase within an on-going programme/campaign by your organisation	13 19%	5 12%
An on-going core activity of the organisation	24 35%	14 34%
Other	2 3%	6 14%

Is this project being delivered in partnership or collaboration with other organisations?		
	Local Authority (69 respondents)	Community (42 respondents)
Yes	58 84%	38 90%
No	11 16%	4 10%

Which partners or other organisations are you working with? (Multiple responses possible).		
	Local Authority (57 respondents)	Community (38 respondents)
Local Authority	23 40%	34 90%
Regional Development Agency	0 0%	0 0%
Other public sector	15 26%	13 34%
Community group	25 44%	23 61%
Sector network	7 12%	16 42%
NGO	3 5%	6 16%
University	4 7%	4 11%
Local Business	11 19%	11 29%
Other	19 33%	10 26%

Approximately, what is the total value of the project (including match funding)?		
	Local Authority (66 respondents)	Community (42 respondents)
Less than £30,000	17 26%	8 19%
£31,000-£50,000	2 3%	5 12%
£51,000-£100,000	8 12%	3 7%
£101,000-£150,000	2 3%	9 21%
£151,000-£200,000	7 11%	3 7%
£201,000-£300,000	3 4%	3 7%
More than £300,000	11 17%	5 12%
Not willing to say	3 4%	2 5%
Don't know	13 20%	4 10%

Who contributed funding to the project? (Multiple responses possible)		
	Local Authority (68 respondents)	Community (42 respondents)
Your own organisation	52 76%	27 64%
Other project partners	13 19%	10 24%
Regional development agency	0 0%	2 5%
County/ district authority	13 19%	18 43%
Waste partnership fund	1	5

	1.5%	12%
Environmental Action Fund	1 1.5%	2 8%
Other Defra programme	13 19%	4 10%
WRAP	16 24%	2 5%
CRED	10 15%	13 30%
Landfill Tax Credits Scheme	10 15%	9 21%
A University	1 1.5%	1 2%
Other	12 18%	20 48%

Has the project employed any of the following? (Multiple responses possible)		
	Local Authority (66 respondents)	Community (42 respondents)
Intermediate Labour Market	6 9%	3 7%
Paid community workers	5 8%	4 10%
Volunteers from businesses	3 5%	7 17%
Volunteers individuals	22 33%	31 74%
Staff or volunteers from project organisations	29 44%	19 45%
None of the above	14 21%	5 12%
Other	10 15%	4 10%

Has the project used any of the following? (Multiple responses possible)		
	Local Authority (65 respondents)	Community
External advisers – legal/accounting	3 5%	11 28%
External advisers – media/marketing/PR	16 25%	6 15%
External advisers – evaluation	6 9%	9 23%
Other external consultant	13 20%	12 30%
None of the above	27 42%	17 43%
Don't know	10 15%	1 3%
Other	4 6%	7 18%

Has the project used support from other departments within your own organisation? (Multiple responses possible)		
	Local Authority (65 respondents)	Community (40 respondents)

Financial/ accounting	26 40%	24 60%
Legal	14 22%	3 8%
Media/marketing/PR	38 58%	13 33%
Data/statistics/evaluation	13 20%	5 13%
Capital equipment	6 9%	4 10%
None of the above	14 22%	10 25%
Other	5 8%	7 18%

Section 3: Your project – behaviour change

Which of the following areas is your project mainly involved with? (Multiple responses possible)		
	Local Authority (69 respondents)	Community (42 respondents)
Raising public awareness about waste	53 77%	32 76%
Schools-based education	30 43%	13 31%
Waste education/ advice to businesses	9 13%	9 21%
Operating household recycling collection – dry recyclables	24 35%	6 14%
Operating household collection – green/kitchen waste	10 14%	5 12%
Operating commercial recycling collection	3 4%	3 7%
Furniture or electrical goods refurbishment	12 17%	5 12%
Washable nappies	13 19%	11 26%
Home composting	25 36%	12 29%
Community composting	10 14%	8 19%
Scrapstore	3 4%	0 0%
'Smart' low waste shopping	6 9%	5 12%
Sustainable living support to households	5 7%	6 14%
Other recycling activity	6 9%	11 26%
Other waste prevention/ minimisation activity	21 30%	13 31%
Other	5 7%	4 10%

Thinking about project approaches, which of the following is your project using? (Multiple

responses possible)		
	Local Authority (68 respondents)	Community (42 respondents)
Increase awareness/ knowledge of waste	52 76%	32 76%
Increase awareness of consequences of unsustainable waste behaviours	31 46%	27 64%
Increase awareness/ knowledge of personal actions	51 75%	37 88%
Provide a new service or facility to enable people to recycle more	35 51%	22 52%
Signpost participants to existing services	40 59%	28 67%
Facilitate a self-learning process	20 29%	16 38%
Demonstrate sustainable waste behaviour in practice	22 32%	18 43%
Provide personal rewards for sustainable waste behaviours	22 32%	7 17%
Provide feedback to participants about performance	19 28%	10 24%
Bring communities together to tackle issues collectively	32 47%	16 38%

Thinking about the model and approaches your project is using, to what extent would you say it is...?										
	LA great extent	Community great extent	LA fair extent	Community fair extent	LA Little	Community Little	LA not very much	Community not very much	LA not at all	Community not at all
Using approaches developed by your own organisation (LA 65) (Comm 40)	7 11%	16 40%	29 44%	11 28%	11 17%	9 22%	11 17%	0 0%	7 11%	4 10%
Applying recommended best practice (LA 65) (Comm 39)	17 26%	7 18%	34 52%	17 43%	9 14%	9 23%	4 6%	3 8%	1 2%	3 8%
Applying tried and tested community development models (LA 61) (Comm 39)	6 10%	5 13%	22 36%	13 33%	24 39%	10 26%	7 12%	4 10%	2 3%	7 18%
Testing approaches developed from theoretical research	8 12%	0 0%	16 26%	11 28%	16 26%	10 26%	11 18%	9 23%	11 18%	9 23%

(LA 62) (Comm 39)										
Specifically testing elements of Enable, Encourage, Engage, Exemplify (LA 60) (Comm 38)	6 10%	1 3%	7 12%	7 18%	9 15%	5 13%	20 33%	6 16%	18 30%	19 50%
Developing and testing completely new approaches (LA 62) (Comm 39)	5 8%	8 20%	18 29%	7 18%	12 19%	15 38%	14 22%	5 13%	14 22%	4 11%

How well informed do you feel about the ideas and lessons from the behaviour change literature (eg produced by Defra and others?). Would you say you are...?		
	Local Authority (67 respondents)	Community (41)
Very well informed	5 7%	0 0%
Fairly well informed	42 63%	16 39%
Not very well informed	17 25%	13 32%
Not at all well informed	3 5%	12 29%

Section 4: Target Audience

Are the project activities aimed at the community/ local residents as a whole, or are they targeted at specific groups or individuals? (Multiple responses possible)		
	Local Authority (69 respondents)	Community (42 respondents)
Aimed at the community as a whole	40 58%	24 57%
Targeted at specific groups or individuals	37 54%	22 52%
Don't know	0 0%	0 0%

Which of the following groups would you say are the main target audience/ participants for your project? (Multiple responses possible)		
	Local Authority (67 respondents)	Community (42 respondents)
Households	54 81%	31 74%
Individuals	24 36%	26 62%
Children/ young people	30 45%	15 36%
Community groups	21 31%	18 43%
Public sector institutions	17 25%	12 29%
Individual businesses	5 7%	13 31%
Other	2 3%	2 5%

How easy or difficult would you say it has been to engage your target audience or to recruit participants?		
	Local Authority (67 respondents)	Community (42 respondents)
Very easy	6 9%	2 5%
Fairly easy	35 52%	23 55%
Fairly difficult	16 24%	14 33%
Very difficult	5 8%	2 5%
Impossible	1 1%	0 0%
Don't know	4 6%	1 2%

Thinking about how the project sought to engage participants, which of the following approaches, if any, are being used? (Multiple responses possible)		
	Local Authority (69 respondents)	Community (42 respondents)
Providing a new recycling collection	21 30%	14 33%
Providing extension to existing service	13 19%	9 21%
Leaflet campaign	38 55%	31 74%
Advertising/ PR campaign in local media	46 67%	24 57%
Doorstepping communications campaign – delivering information only	15 22%	8 19%
Doorstepping communications campaign, information and practical	25 36%	4 10%

advice		
Setting up/ running demonstration projects	15 22%	14 33%
Engaging participants via community champions	23 33%	16 38%
Working with established community services	28 41%	22 52%
Working with established community groups	29 42%	25 60%
Working with local businesses	12 17%	16 38%
Facilitating development of new community groups to develop their own sustainable waste activities	9 13%	7 17%
Other	10 14%	11 26%

When working with community services or community groups, which of the following is the project working with? (Multiple responses possible)		
	Local Authority (27 respondents)	Community (25 respondents)
Schools	20 74%	14 56%
Maternity services	5 19%	7 28%
Services for disadvantaged/ low income households	7 26%	11 44%
Churches/ faith groups	12 44%	11 44%
Older people's clubs/ groups	14 52%	9 36%
Youth groups	12 44%	5 20%
Sport or leisure clubs	1 4%	6 24%
Other	8 30%	10 40%

Thinking about the extent to which information/ advice is tailored to the characteristics of participants, which of the following best characterises the approach in your project (Multiple responses possible)		
	Local Authority (66 respondents)	Community (42 respondents)
Information/ advice tailored to individual participants	21 32%	14 33%
Information/advice tailored to the needs of a specific group	21 32%	15 36%
Standard information/ advice not tailored to any particular group	36 55%	19 45%
Other	5 8%	4 10%

Which of the following, if any, best describes the level of contact which the project has (had) with participants?		

	Local Authority (65 respondents)	Community (41 respondents)
One-off contact	11 17%	4 10%
Initial contact plus single follow-up later in the project	3 5%	4 10%
Initial contact plus several follow up contacts	13 20%	12 30%
Continuous engagement with participants	29 44%	19 46%
Don't know	4 6%	1 2%
Other	5 8%	1 2%

Section 5: Project behaviour change impact, monitoring and measurement

Has an evaluation been published?		
	Local Authority (69 respondents)	Community (39 respondents)
Yes – a report has been published	17 25%	7 18%
Yes – a report will be published when the evaluation is completed	22 32%	11 28%
No – the evaluation report is/will be confidential	4 6%	4 10%
No – there are no plans at present to produce an evaluation report	26 37%	17 44%

To what extent, if at all, are the following aspects of the project covered by the evaluation?								
	LA great extent	Community great extent	LA fair extent	Community fair extent	LA Not very much	Community Not very much	LA Not at all	Community Not at all
Inputs (e.g. staff, funding) (LA 36) (Comm 17)	9 25%	6 35%	20 55%	8 47%	6 17%	2 12%	1 3%	1 6%
Outputs (e.g. spending, events, leaflets) (LA 34) (Comm 17)	14 41%	9 53%	14 41%	7 41%	5 15%	1 6%	1 3%	0 0%
Outcomes (e.g. change in residual waste quantities) (LA 35)	23 66%	9 53%	9 26%	6 35%	3 8%	1 6%	0 0%	1 6%

(Comm 17)								
Delivery model success factors (LA 35) (Comm 18)	10 29%	5 28%	13 37%	9 50%	10 29%	2 11%	2 5%	2 11%
Behaviour change processes (e.g. personal and social drivers of behaviour) (LA 35) (Comm 17)	5 14%	1 6%	10 29%	8 47%	15 43%	6 35%	5 14%	2 12%

Who is involved in conducting the evaluation? (Multiple responses possible).		
	Local Authority (35 respondents)	Community (18 respondents)
The project team/ organisation working on its own	15 43%	10 56%
The project team/ organisation working with others	12 27%	9 50%
External evaluators – appointed by the project organisation	7 20%	0 0%
External evaluators – appointed by funders	2 6%	3 17%
Participants/ community workers	3 9%	5 28%
Other	6 17%	2 11%

Did you carry out a baseline assessment of participants' attitudes and behaviour before project activities started?		
	Local Authority (69 respondents)	Community (42 respondents)
Yes	28 40%	17 40%
No	41 60%	25 60%

Which, if any, of the following indicators will the project be using to measure behaviour change impacts? (Multiple responses possible)		

	Local Authority (69 respondents)	Community (42 respondents)
Increase in awareness of recycling/ waste prevention issues	33 48%	19 45%
Increase in awareness of particular services	31 45%	21 50%
Increase in knowledge of specific actions participants can take to increase recycling/reduce their own waste	31 45%	22 52%
Media reach	21 30%	10 24%
Increase in participation	46 67%	30 71%
Increase in quantity of recyclables collected	43 62%	20 48%
Reduction in quantity of residual waste	33 48%	13 31%
Take-up/ purchase of sustainable services or products	22 32%	17 40%
Estimate of waste avoided resulting from use of sustainable alternatives	15 22%	16 38%
Social economy benefits	6 9%	8 19%
Development of community social capital	9 13%	11 26%
Personal financial benefits for participants	5 7%	5 12%
Other	5 7%	6 14%

Which of the following methods are being used to measure behaviour change of participants? (Multiple responses possible)		
	Local Authority (69 respondents)	Community (42 respondents)
Questionnaire survey – quantitative	30 43%	21 50%
Qualitative research techniques	9 13%	8 19%
Longitudinal study	3 4%	4 10%
Participant diaries	4 6%	2 5%
Feedback from volunteers	27 39%	23 55%
Feedback from workshops	11 16%	17 40%
Participation monitoring	34 49%	12 29%
Residual waste weighing – self-weighing	4 6%	4 10%
Residual waste weighing – measured independently	20 29%	4 10%
Materials capture analysis	12 17%	8 19%
Waste composition analysis	11	3

	16%	7%
Existing evaluation/ measurement toolkits	15 22%	4 10%
Bespoke evaluation/ measurement	2 3%	5 12%
Other	8 12%	9 21%

When using questionnaire surveys, which type of survey method did you use (Multiple responses possible)		
	Local Authority (29 respondents)	Community (20 respondents)
Self-completion postal/ hand delivered questionnaire	17 59%	14 70%
Postal/ hand-delivered questionnaire with follow-up visit	1 3%	2 10%
Telephone survey	3 10%	6 30%
Face-to-face survey on street	9 31%	6 30%
Face-to-face survey at home	15 22%	5 25%
Other	1 1.4%	4 20%

Did measurement of the project's impact use any of the following...?(Multiple responses possible).		
	Local Authority (63 respondents)	Community (38 respondents)
Comparisons with control groups	10 16%	4 11%
Comparisons with benchmarks	9 14%	2 5%
Statistical analysis	18 29%	5 13%
Behavioural/ key drivers analysis	4 6%	2 5%
None of the above	25 40%	24 63%
Don't know	12 19%	4 11%

Q50. How would you rate the impact your project has had on your target audience/ participants in relation to...?

	LA Sig impact	Sig impact	Mod impact	Mod impact	Small impact	Small impact	Little impact	Little impact	Too early to say	Too early to say	NA	NA	Don't know	Don't know
Awareness of recycling/waste min (65)	25 39%	14 37%	22 34%	14 37%	7 11%	7 18%	3 4%	1 3%	5 8%	2 5%			3 4%	
Changing underlying behavioural Drivers (64)	7 11%	8 22%	26 41%	14 38%	14 22%	10 27%	4 6%		6 9%	3 8%			7 11%	2 5%
Participation in recycling (65)	24 37%	15 41%	19 29%	10 27%	6 9%	5 14%	5 8%	1 3%	3 5%	2 5%	1 1%	2 5%	7 11%	2 5%
Participation in composting (64)	10 16%	3 10%	12 19%	8 26%	11 17%	6 19%	2 3%	1 3%	3 5%	5 16%	15 23%	7 23%	11 17%	1 3%
Quantity of waste diverted from landfill (65)	17 26%	10 26%	16 25%	13 34%	16 25%	8 21%	4 6%	1 3%	3 4%	3 8%	2 3%	1 3%	7 11%	2 5%

APPENDIX 3 – Bibliography

AEA / Defra, 2005, *Evaluation of Local Authority Experience of Operating Household Waste Incentive Schemes*.

Angus, J., 2002, *A Review of Evaluation in Community-Based Art for Health Activity in the UK*, University of Durham/Health Development Agency.

ASW/DfES, 2004, *Evaluation of the Community Champions Fund*, Research Report RR550.

Barr, S., Gilg, A., & Ford, N., 2003, *Global Action Plan: The Potential Role of NGOs in Embedding Sustainability*, Department of Geography at the University of Exeter.

Bauld, L., Mackinnon, J., & Judge, K., 2001, *New Deal for Communities: The National Evaluation, Community Health Initiatives: Recent Policy Developments & the Emerging Evidence*, University of Glasgow.

Business Eco, 2003-2005, *Household Recycling Behavioural Change, London Borough of Richmond*.

Business Eco, 2006, *Waste Awareness and Participation Rate Survey Project, London Borough of Southwark*.

CAG Consultants, 2004, *The Benefits of Community-Based Energy Efficiency Projects, Report to the Energy Efficiency Partnership for Homes*.

Carplus National Rural Transport Partnership, 2004, *Putting Cars in the Mix, Development and Impacts of Car Clubs in Rural Areas*.

Change Lab Form, *The Village Initiative Project: achieving household waste minimisation in the rural locale*, for Data Collection. (NO DATE)

ChangeLab, 2005, *Report of Knowledge Base Workshop, SouthEast England House, Brussels, 23 September 2005*

Church, C., & Elster, J., 2002, *Thinking Locally, Acting Nationally, Lessons for National Policy from Work on Local Sustainability*, Joseph Rowntree Foundation.

Church, C., 2002, *The Quiet Revolution - Measuring the Impact of Community-Based Sustainable Development in the UK*, Shell Better Britain Campaign.

Community Cohesion Unit, 2004, *Building Community Cohesion into Area Based Initiatives*, Home Office.

Dawson, J., Boller, I., Foster, C., & Hillsdon, M., 2006, *Evaluation of Changes to Physical Activity Amongst People Who Attend the Walking the Way to Health Initiative*, The Countryside Agency.

Defra, 2005, *Household Waste Incentive Schemes: Case Study Overviews*.

DETR, 2000, *Are You Doing Your Bit? Development of the UK's Campaign to Stimulate Public Action to Protect the Environment*, DETR.

Devon Authorities Recycling Partnership, 2003, *Don't Let Devon Go to Waste Campaign Results and Evaluation*.

Dowler, E., Stuttford, M., & Caraher, M., 2003, *Evaluation of the Food and Nutrition Project*, Coventry City Council, University of Warwick.

Edinburgh Real Nappy Pilot Project, 2003, Waste Recycling Environmental Limited.

Edmunds, L., & Jones, C., *Evaluation of the Sustain Grab 5! School Fruit and Vegetable Project*, 2003, A report commissioned from the British Heart Foundation by Sustain: The Alliance for Better Food and Farming.

ESART Project E/011; 871023.014., 2001, *Rethinking Rubbish - Towards a new Campaign*, Prescient Ltd, ESART Project E/011; 871023.014.

ESRC, 2004, *Research Brief 6, Policy Insights on Environment & Behaviour, Environment & Human Behaviour Programme*.

French, J., 2003, *Components of Successful Media Campaigns*, Health Development Agency.

Futter, S., 2005, *Learning Together Evaluation Report*, Learning Through Landscapes.

Global Action Plan, 2004, *Bag it and Bin it - Target Area Research Project*.

Hallam, S., Castle, F., Rogers, L., Creech, A., Rhamie, J., & Kokotsaki, D., 2005, *Research and Evaluation of the Behaviour Improvement Programme, Research Brief RB 702*, DfES.

Halpern, D., Bates, C., Mulgan, G., Aldridge, S., Beales, G., & Heathfield, A., 2004, *Personal Responsibility and Changing Behaviour: the State of Knowledge and its Implication for Public Policy*, Prime Minister's Strategy Unit, Cabinet Office.

Hargreaves, T., 2006, *Changing Behaviour at the Small Group Level: A Review of the Evidence for Behaviour Change from Global Action Plan's EcoTeams, Environment Champions and Action at School Programmes*, Global Action Plan.

Health Promotion Agency, 2005, *Fresh Fruit in Schools: Evaluation 2002-04, Summary Report*.

Hischfield, A., Johnson, S., & Bowers, K., 2001, *National Evaluation of New Deal for Communities, Review of Major Policy Developments and Evidence Base: Crime Domain*.

Hills, D., 2004, *Evaluation of Community-Level Interventions for Health Improvement: a Review of Experience in the UK*, Tavistock Institute/Health Development Agency.

Holdsworth, M., & Boyle, D., 2004, *Carrots not Sticks, the Possibilities of a Sustainable Consumption Reward Card for the UK*, National Consumer Council/New Economics Foundation.

Holdsworth, M., & Steedman, P., 2005, *16 Pain-Free Ways to Help Save the Planet*, National Consumer Council.

Hope, S., 2001, *Monitoring and Evaluation of the Edinburgh City Car Club*, Scottish Executive Central Research Unit.

Jones, S., Read, A., & Robinson, G., 2001, *Effective Local Authority Recycling Campaigns: Marketing Recycling Services To The Public, Report of the Recycling Roadshow in the Royal Borough of Kensington & Chelsea*, Kingston University.

Lecturette on Health Communication Evaluation, Effectiveness & Why Campaigns Fail, 2003, Health Communication Evaluations, The Health Communication Unit, University of Toronto,
<http://www.thcu.ca/infoandresources/publications/StepTwelveEvaluationEffectivenessWhyCampaignsFailForWebOct9-03.pdf>

Luckin, D., & Sharp, L., 2003, *Sustainable Development in Practice: Community Waste Projects in the UK*, University of Bradford.

Maycox, A., 2003, *The Village Initiative Project: Achieving Household Waste Minimisation in the Rural Locale*, CIWM Scientific & Technical Review, Volume 4 Issue 3, Dec 2003.

McGlone, P., Dallison, J., & Caraher, M., 2005, *Evaluation Resources for Community Food Projects*, Health Development Agency.

McInroy, N., & MacDonal, S., 2005, *From Community Garden to Westminster: Active Citizenship and the Role of Public Space*, Groundwork/CLES.

Miller, B., 2005, *The Aberdeen Eco-Challenge Evaluation Report*, Aberdeen City Council.

National Social Marketing Centre for Excellence, 2005, *Social Marketing Pocket Guide*, 2005, National Social Marketing Centre for Excellence.

Neighbourhood Management Pathfinders National Evaluation Team, 2005, *Wolverhampton Neighbourhood Management Pilot Programme: Case Study*.

Neighbourhood Renewal Unit, 2005, *Community Based Evaluation Toolkit: How to Conduct Wardens Programme Evaluations with Communities*, ODPM.

Neighbourhood Renewal Unit, 2005, *Neighbourhood Management - Working Together to Create Cleaner Safer Greener Communities*, ODPM.

NHS / WRAP Case Study: *An Anti-Smoking Campaign Targeted at Asian Groups*.

Nigbur, D., Lyons, E., Uzzell, D., & Leach, R., 2005, *The Surrey Scholar Research Project in Waste Recycling 2003-2004*, UniS.

NRWF, 2004, *Household Waste Prevention Toolkit*.

Peacock, A., 2004, *Somerset Waste Action Programme Evaluation Report*, University of Exeter.

Peacock, A., 2005, *Workshops in Schools and at Organic Farms, An Evaluation*, Soil Association.

Peacock, A., 2006, *Changing Minds the Lasting Impact of School Trips - A Study of the Long-Term Impact of Sustained Relationships between Schools and the National Trust via the Guardianship Scheme*, University of Exeter.

Peters, J., Ellis, E., Goyder, E., & Blank, L., 2004, *New Deal for Communities: The National Evaluation, Physical Exercise Initiatives Case Studies, Research Report 33*, University of Sheffield.

Rethink Rubbish, 2004, *Rethink Rubbish - Key Performance Indicators 2004*, Report prepared for WRAP, County Surveyors Society, Biffaward and Waste Awareness Wales

Robbins, C., Rowe, J., & Brown, J., 2000, *Waste Reduction in the Community, A Study of the Waste Reduction in the Community Project funded by the BOC foundation*, University of the West of England.

SCRT briefing, 2006, *Communities of interest - and action?*.

Seadon, J., & Hopkins, A., 2003, *The Effect of Socio-Economic Factors on Waste Reduction in Auckland City, Proceedings of the International Solid Waste Association World Congress*, UNITEC.

Seygang, G., 2005, *Community Currency and Social Inclusion: A Critical Evaluation*, CSERGE Working Paper EDM 05-09.

Sharp, V., & Maunder, A., 2002, *A Guide to Cultural Change - A final report produced for The Environment Council's Toolkit Management Group*, AEA Technology.

Smout, L., 2002. *Research for Sedgfield Borough Council's Cloth Nappy 'Cottontails' campaign*.

Sustainable Consumption Roundtable, 2005, *Seeing the Light: the Impact of Micro-Generation on the Way We Use Energy*.

Sustrans, 2004, *TravelSmart Gloucester (Quedgeley)*.

The Big Lottery Fund / ERM, 2005, *The Evaluation of the Transforming Waste Programme - Report & Annexes*.

The Countryside Agency, 2005, *Walking the Way to Health, Summary of the Local Health Evaluations*.

The Recycling Consortium, 2004, *Increasing Recycling Participation in Milton Keynes*,

The Recycling Consortium, 2004, *Oxford City Canvassing*.

The Recycling Consortium, 2004, *Somerset Canvassing*.

Thomas, C., 2004, *Public Attitudes and Behaviour in Western Riverside*, Rethink Rubbish Western Riverside Campaign.

ToolSust 5 Cities Project - various project reports including:

- *Stakeholders and consumption in the five cities UK National Report* – Guildford by Gattersleben, B.
- *Stakeholders and consumption in the five cities Dutch National Report* – Groningen by H. Falkena, H. Moll & K. Noorman
- *Tools and indicators to improve urban life and to promote sustainable development in the city of Padova* by D. Padovan & F. Rigoni,
- *Possibilities for short-term changes in environmental behaviour among consumers in three European cities: Fredrikstad, Padua and Guildford* by E. Stø, G. Vittersø, H. Throne-Holst, D. Padovan, F. Rigoni, B. Gatersleben & C. Clark)

Transport for London, 2004, *Central London Congestion Charge Social Impacts Survey 2002-2003*.

Uzzell, D., & Leach, R., 2003, *The Implementation and Evaluation of Cotton Nappy Provision at East Surrey Hospital Maternity Unit*, University of Surrey.

Waste Management & Contaminated Land Unit, Environment & Heritage Service. 2002, *Wake Up to Waste Evaluation of the First Phase of the Waste Management Public Awareness & Information Programme*.

Waste Watch, 2004, *Evaluating the Impact of Waste Education - Key Findings from a Study in Essex*.

Williams, N., Croker, M., & Barrett, D., 2005, *Review of the Voluntary and Community Waste Sector in England*, The InHouse Policy Consultancy.

WRAP, 2006, *Improving the Performance of Waste Diversion Schemes A Good Practice Guide to Monitoring and Evaluation*.

WRAP, *Engaging Black and Minority Ethnic Communities in Recycling Activity*, 2005,

WWF, 2005, *Community Learning & Action for Sustainable Living, A Summary of Initial Research Findings*.

APPENDIX 4 – List of Projects and Organisations Surveyed and Interviewed

Organisation	Project Name	Electronic Survey	Telephone Survey
Community Groups:			
Babeco	Real nappies		√
BAN Waste	Don't Bin It - Win It!	√	
Barracks Lane Community Garden Project	Barracks Lane Community Garden Project	√	
BioRegional Development Group	The Laundry	√	
Blooming Bottoms Ltd	Blooming Bottoms	√	
Bradford Environmental Action Trust	Bradford Real Nappy Project	√	√
Bradford Environmental Action Trust	Pennine Waste Exchange	√	
Bradford Environmental Action Trust	MAGIC (Manningham & Girdlington Inspired Communities)	√	
Brumcan	Neighbourhood Waste Action project	√	√
BTCV	Sort it		√
BTCV	Compost Adviser Project		√
Cambridgeshire Community Reuse and Recycling Network	Choose2Reuse	√	√
Canalside Environment Group (Oxon CAG)	Promoting 'green' issues in local area		√
Centre for Environmental Initiatives (CEI)	Recycling Champions project (aka Seven Wards project)		√
Change Project	Change Project	√	√
Changeworks	Master Composters		√
Changeworks (formerly Lothian and Edinburgh Environmental Partnership, LEEP)	Edinburgh and Lothians Real Nappy Project	√	
Cheltenham Centre for Change	Resourceful Cheltenham		√
Community Composting Network			√
ContinYou	Cotton On To Cotton Nappies		√

CRAFT	1) Provision of affordable household goods to people on benefit or low income 2) Encouragement of reuse by practical example 3) provision of volunteering opportunities, particularly for those disadvantaged in society	√	
Creation Recycling	Kerbside Recycling		√
CRISP	Managing Student Recycling		√
CRN			√
Croydon Real Nappy Network	Promoting real nappies in Croydon	√	
Defra			√
EARNN	Real nappies		√
East Durham Partnership (Community Reuse and Training Enterprise)	Capital Project Recycle Reuse Scheme	√	
ecoACTIVE Education	Composting Initiative	√	√
Eden Community Recycling	Greening Eden	√	
ELCRP			√
EMERGE Manchester	Trafford Kerbside Collection	√	√
EMERGE Recycling	Old Trafford multi-material collection	√	
Environment Centre, Southampton	Cross-cutting		√
Environment Working Group of the Board of Deputies of British Jews	Partners in Creation	√	
Engage	URRP (Univeristy Residences Recycling Project)		√
ERM			√
Finstock Recycling CAG	Promote the 3R's - reduce, re-use, recycle	√	
Forward Scotland			√
Freightliners Farm	Free Dirt	√	
Friends of St Nicholas Fields	York Rotters	√	√
FRN			√
Gloucestershire Real Nappies	Gloucestershire Real Nappies	√	√
Go Zero	Recycling	√	

Groundwork Bury	Community Waste Project	✓	
Groundwork East Lancashire	Community composting of kitchen waste in Burnley	✓	
Groundwork Medway Swale	What a Waste	✓	
Groundwork Wrexham & Flintshire	Education Centre		✓
Highland Real Nappy Project	Highland Real Nappy Project	✓	✓
INCPEN - Industry Council for Packaging & the Environment	Living Smarter	✓	
Kerbside (Calderdale)	Quarterly Newsletter	✓	
Kingston and Merton Real Nappy Network	Real Life Nappies (Phase 1)	✓	
LCRN	Master Composters	✓	✓
Leeds Organic Growers	Community Compost	✓	
London Community Recycling Network	Various projects	✓	
Made In Barnsley	Naturally Best	✓	✓
NEF			✓
Otter Rotters	Otter Rotters		✓
Recycling Consortium Part of Resourcefutures	South Gloucestershire Community Compost Project	✓	
Recycling Ollerton and Boughton			✓
Salisbury Real Nappy Network (short)	Nappy Networkk	✓	✓
SCRAP Project	PaperChase	✓	
Sunshine Tots	Washable nappies	✓	
The Gloucestershire Real Nappy Campaign		✓	
The Recycling Consortium - now part of Resource Futures	Recycling In Flats Everyday (RIFE)	✓	
The Recycling Consortium (w part of Resource Futures)	ECWIP (Enabling Community Waste Initiative Partnerships)	✓	
The Seymour Trust	Romanway Recycling Village	✓	
Tower Hamlets Co-operative Development Agency	Increasing Green Box use in Tower Hamlets	✓	
Vital Regeneration	Get on the greenside	✓	✓
Waste Awareness Wales			✓

Waste Watch	THAW (Taking Home Action on Waste)	✓	✓
Waste Watch/Recycle Western Riverside	What not to waste		✓
WEN			✓
Wiltshire Wildlife Trust	Home composting		✓
Wiltshire Wildlife Trust	Wiltshire Real Nappy Network		✓
WWF			✓
Wyecycle	Waste Minimisation		✓
Zero Waste Man	Get it sorted		✓
Local Authorities:			
London Borough of Redbridge		✓	
Aberdeenshire Council - Housing & Social Works Department	Can do recycling	✓	✓
Adur District Council	Don't let Adur go to waste - let's sort it	✓	✓
Arun District Council	household Incentive Pilot scheme	✓	
Ballymoney Borough Council	Can Can Recycling	✓	✓
Basingstoke and Deane Borough Council	Community Furniture Project (Basingstoke)	✓	
Bath & North East Somerset Council	Rethink Rubbish	✓	
Blackpool Council		✓	
Bolton Council		✓	
Bournemouth Borough Council		✓	
Braintree District Council	High Diversion Recycling Communication Campaign	✓	
Broadland District Council	Norfolk Re>Paint	✓	
Caerphilly County Borough Council	Schools Education/Awareness Programme	✓	
Cambridgeshire County Council	Master Composter programme	✓	
Camden Council	Estates door to door	✓	✓
Canterbury City Council	Student Incentive Scheme	✓	✓
Cash from Trash	Recycling Cans and Plastic Project	✓	

Chester City Council	University of Chester Recycling Doorstepping	✓	
Colchester Borough Council	Shoe and Clothes Friend Scheme	✓	
Conwy County Borough Council	Kerbside Recycling	✓	✓
Dorset County Council	Household Waste Prevention Activity in Dorset	✓	✓
Dudley MBC	N/A	✓	
Ealing Council	Doorknocking survey	✓	
East Dorset District Council	Community Champions composting	✓	✓
East Sussex County Council	Rethinking Rubbish	✓	
Eastleigh Borough Council	Pilands Wood - Recycling and Waste Minimisation Project	✓	
Essex county council	Cloth nappy campaign	✓	✓
Essex County Council	Waste Education	✓	✓
Fareham Borough Council	Recycling Reps Group	✓	
Guildford Borough Council (short)	Community Recyclers Scheme	✓	✓
Hampshire County Council	'Small Changes...Big Difference': Developing a programme of waste minimisation schemes to take forward recent research on consumer behaviour and behavioural change	✓	
Hampshire County Council Recycle for Hampshire	Community Recycling Incentives Project	✓	
Harrogate Borough Council	Green Cones	✓	✓
Harrogate Borough Council	Green Cones	✓	
Havering Borough Council	Planet Havering		✓
Hyndburn BC	1. Waste Watching for Schools 2. Household Bulky Collections	✓	
Ipswich Borough Council	Blue Bin Kerbside Recycling Perfect Bin scheme	✓	
Lancashire County Council	Recycling Rewards for schools	✓	
London Borough of Hounslow	Ongoing projects with 3 local waste action groups	✓	
London Borough of Lewisham	London Borough of Lewisham Recycling Strategy	✓	
London Borough of Southwark	Home Composting Project	✓	
London Borough of Sutton	Seven Wards Project: Sutton Council working with Centre for Environmental Initiatives (local charity) to work with	✓	

	disadvantaged areas in the borough.		
Manchester City Council	Kerbit	√	√
Medway Borough Council	All Saints Recycling and Cliffe Woods	√	√
Mid Devon Community Recycling Ltd	Mid Devon Community Recycling (Kerb side collection of dry recyclables to households under contract with Kid Devon District Council)	√	√
Monmouthshire County Council	Zero Waste Villages		√
New Forest District Council	Recycle for Hampshire	√	
Newark and Sherwood District Council	Cleansing Monitoring Group	√	
North Devon District Council	Kerbside Recycling	√	√
North East Derbyshire District Council	Recycle for Schools	√	
Northamptonshire County Council	Slim Your Bin	√	√
Redcar and Cleveland Borough Council	Dry Recyclable Collection	√	
Rossendale Borough Council	Civic Pride Community Association	√	
Rother District Council	Cardboard recycling	√	
Rugby Borough Council	Door stepping, and 'adopt a recycling centre' scheme.	√	
Sefton Metropolitan Borough Council	Recycling Pledge Scheme	√	√
South Bedfordshire District Council	School Recycling	√	
South hams District Council	Organic Waste Collections	√	
Spelthorne Borough Council	Litter Free Schools	√	
Staffordshire County Council	Various, mainly nappy project and community engagement website	√	√
Stockport Metropolitan Borough Council	Local Public Service Agreement	√	√
Suffolk County Council	Sort it for Suffolk	√	
Surrey County Council	Surrey Waste Action	√	
The Change Project	The Change Project	√	
The Highland Council		√	
Thurrock Council	Schools recycling	√	

Trafford MBC	Door stepping	√	
Trafford MBC	Emerge Recycling	√	
Welwyn Hatfield Council	Education in schools	√	
West Devon Borough Council	Green waste kerbside collection and a communications campaign	√	
West Lancashire District Council	Recycling in Partnership	√	
Worcestershire County Council	Project Development Officer - Composting	√	
Strategic interviews:			
<i>Organisation</i>	<i>Name</i>		
ERM	Bronwyn Purvis		
CRN	Mark Walton		
Women's Environmental Network	Ann Link		
Forward Scotland	James Kerr		
Community Composting Network	Nick McAllister		
Waste Awareness Wales	Gwyndaf Parry		
Defra	Tony Ripley		
Furniture Re-use Network	Kathy Lewis		